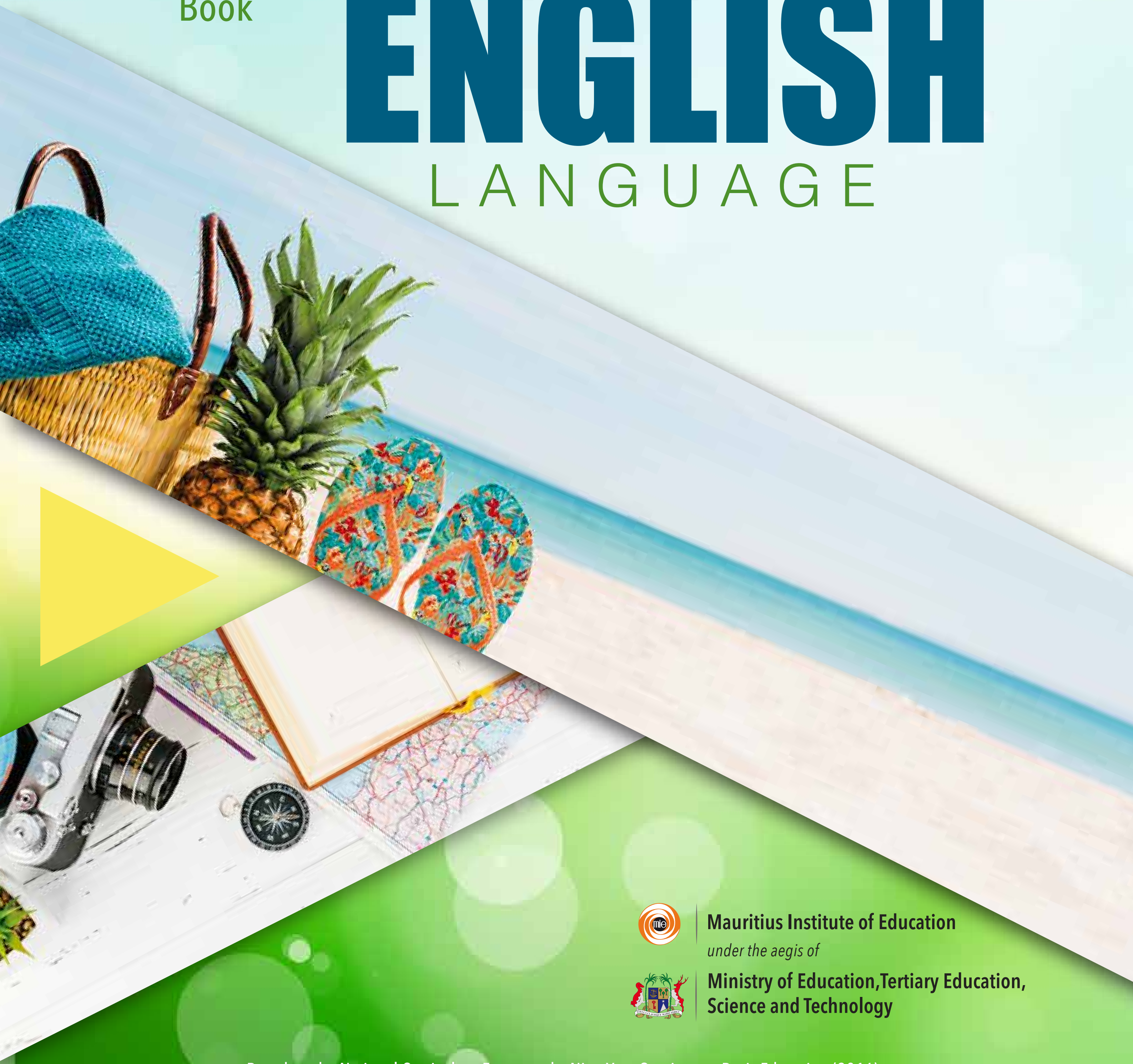
GRADE
8

Extended Programme

Student's
Book

ENGLISH
LANGUAGE



Mauritius Institute of Education
under the aegis of
Ministry of Education,Tertiary Education,
Science and Technology

Based on the National Curriculum Framework - Nine-Year Continuous Basic Education (2016)

ENGLISH
LANGUAGE

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The English textbook panel wishes to thank:

- **Mangala Jawaheer** (Lecturer, MIE) for proofreading.
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Foreword

We are pleased to offer you a new series of textbooks for the Extended Programme for the Nine Year Continuous Basic Education (NYCBE). These textbooks have been designed in line with the National Curriculum Framework (NCF) and syllabi for Grade 7 (the Foundation Year), Grade 8, Grade 9 and the Extended Year 9. This set of textbooks aims at providing a smooth transition from Grade 6 so that learners gradually get initiated into the requirements of secondary schooling. The content has been adapted to the needs of the learners in the Extended Programme, designed to allow learners to progress at their own pace and attain the objectives of the Nine Year Continuous Basic Education. As per the philosophy propounded by the NCF, the content and pedagogical approach, as well as the activities, have been crafted to allow for an incremental and continuous improvement of the learners' cognitive skills, ensuring that all learners complete the four years of the Extended Programme. The content is contextual and based on the needs of Mauritian learners. Care has been taken to provide the basics that should help every student develop key competencies, knowledge, skills, attitudes and values that would make him or her a successful learner for the grades beyond.

The comments and suggestions of a variety of stakeholders have been kept in mind while designing these textbooks. We are especially appreciative of those made by Educators who have been part of our validation panels, and whose suggestions emanate from long-standing experience and practice in the field. The Grade 7 textbooks have been reworked for 2019 based on the extensive feedback and comments received from schools and educators. The Grade 8 textbooks have also been adjusted accordingly.

The production of this series of textbooks, within a relatively short period of time, has been a challenge to the writers who have invested a considerable amount of time, effort and energy into the process. I would, therefore, wish to thank all those who have been part of the whole process for the time they devoted to it and for their perseverance. The panel coordinators are to be commended for their leadership and insistence on maintaining the standard and quality of the textbooks, while ensuring that the objectives of the National Curriculum Framework are met.

Every endeavour involves a number of dedicated, hardworking and able staff whose contribution needs to be acknowledged. Professor Vassen Naëck, Head Curriculum Implementation and Textbook Development and Evaluation, had the very demanding task of ensuring that all panel leaders are adequately guided with respect to the objectives of the NYCBE, while ascertaining that the instructional designs are appropriate for the age group being targeted.

I also have to acknowledge the efforts of the Graphic Artists and the Graphic Unit of the MIE for putting in much hard work to ensure that MIE publications have a distinctive quality and standard. My thanks go equally to the support staff who have worked hard to ensure that everyone receives the necessary support within a work environment that is conducive to a creative endeavour. I am thankful to all those who provided the support, both within and outside the MIE, and to the Ministry of Education, Human Resources, Tertiary Education and Scientific Research for giving us the opportunity to be part of the whole reform process.

Dr O Nath Varma
Director
Mauritius Institute of Education

Preface

To the teacher

The Grade 8 English textbook is closely aligned with the English Teaching and Learning syllabus for the Extended Programme and offers a smooth progression from the Grade 7 English textbook. The content caters for the development of the four language skills, namely listening, speaking, reading and writing, as well as the learning of grammar and vocabulary. Contextualised content that takes into account the level, needs and interest of the students; visual support; graded activities and suggestions for teaching are some of the features that have been included to support learning. To ease implementation, here are some additional suggestions for your consideration:

- Set the scene for the lesson and topic: Always introduce the topic/focus of the lesson in an informal and engaging way by, for instance, eliciting relevant ideas from the students, sharing anecdotes or providing examples from real-life situations.

- Provide adequate support: The textbook is only a tool that is used in the classroom. It is essential to bring in resources that make teaching less abstract. Other than through resources, you can ensure that learning is scaffolded by adopting an appropriate pace, working along with students, moving from ample oral practice to written work, demonstrating or modelling, allowing for mixed-ability collaborative work, eliciting from students who are more confident , etc.

- Adapt the textbook: No textbook can be tailored to the needs of all learners with differing profiles. To optimize on the use of this tool, it is necessary to modify, supplement or replace activities in line with what you deem to be more suited to your learners. Similarly, adopt a teaching approach that you believe to be more effective even if the Teaching Tip proposes another approach. Additionally, adopt a differentiated approach since all learners do not learn at the same pace, and have varied needs and levels.

- Use the Mother Tongue judiciously: The Mother Tongue has an important place in the language classroom both to scaffold instruction and create a learner-friendly environment. Students with limited proficiency in English may demonstrate a higher level of comprehension even if they cannot express themselves in English. Allowing them to voice out their thoughts in their Mother Tongue will ensure that they participate fully in the lesson. Simultaneously, they must be gradually led towards and be encouraged to take risks by expressing themselves in English.

- Plan lessons according to 'pre', 'while' and 'post' stages: These stages help ascertain that the teaching procedure is structured and smooth and that learners are led through the concepts efficiently. In the 'pre' stage, set the scene and introduce the topic/concepts/grammar point/key vocabulary (depending on what the skill or focus of the lesson is); you may even need to go to the basics if you find that students have inadequate prior knowledge. In the 'while' phase allow for guided reading/writing/grammar or vocabulary practice. Finally, in the 'post' phase, allow for further application of concepts acquired while still providing adequate teacher and/or peer support.

- Make learning fun: The best way to engage learners is by arousing their interest. Bring in games, clips, songs and other resources that will motivate your learners. As far as possible, carry out the lesson in different spaces such as the yard, playground, hall, or gymnasium as a change of setting impacts positively on the motivation and attention span of students.

- Use English frequently: Exposure and use are the pillars of language learning. Students must understand that English is not solely an academic language but, first and foremost, a tool for communication. As such, routine language (greetings, asking for and granting permission, social talk, etc) can increase exposure and the use of English, thereby helping to develop familiarity with it.

- Be guided by caring: In addition to effective pedagogy, teaching and learning are successful when the affective needs of learners are acknowledged and catered for.

It is hoped that the textbook creates the impetus for learning and using English in a way that is engaging for you and the students.

The writing team

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Unit 1

Talking about the holidays

Activity 1:	Listening: Mrs. Kate's holidays
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Activity 3:	Asking 'Wh' Questions [When, Where, Why]
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ACTIVITY 1: Mrs. Kate's holidays

Focus: Listening for specific information

1a. The students come back to school after the holidays. Their teacher, Mrs. Kate, tells them how she spent her holidays. Listen to what she says.

"I enjoyed my holidays very much. In November, I visited a museum and I went shopping. I also baked cakes and went camping.

In December, I went on a cruise. I also decorated my house for Christmas and celebrated with my family."

1b. Listen again and tick the activities Mrs. Kate did.

☐

Visited museum

☐

Gardening

☐

Shopping

☐

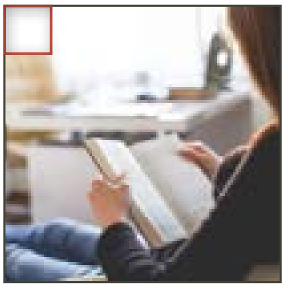
Baked cakes

☐

Played games

☐

Camping

☐ 

Reading

☐

Cruise

☐

Cycling

☐

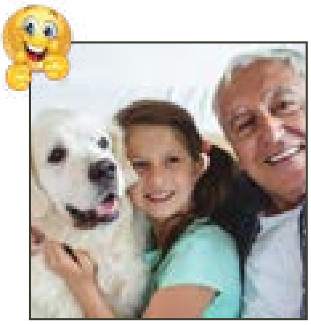
Decorated house

1c. Listen again and check your answers.

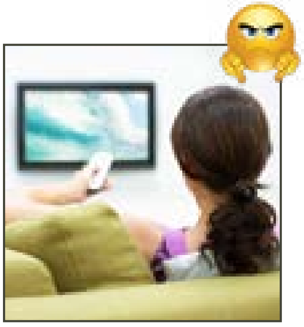
ACTIVITY 2: Hazel's holiday activities

Focus: Speaking

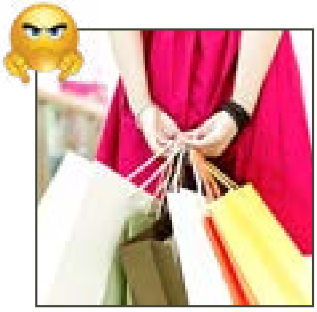
2a. The pictures below show how Hazel, a student of Cascavel College, spent her last holidays.



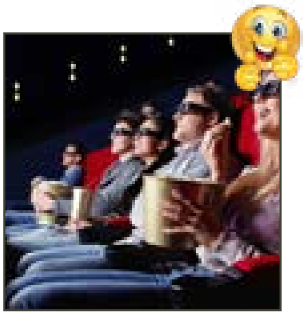
Stayed at her grandparents' place



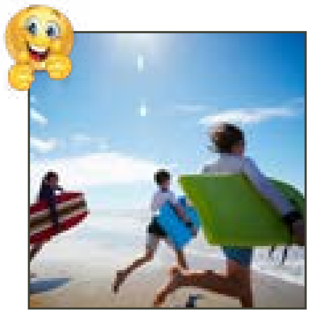
Watched television at home



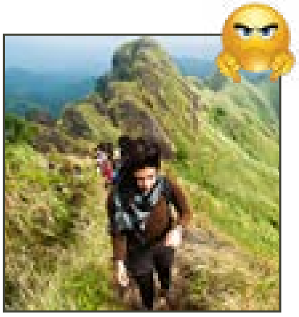
Went shopping



Went to the cinema



Went to the seaside



Climbed Le Pouce Mountain

Answer the following questions orally.

(a) What activities did Hazel do during her holidays?

(b) Observe the emojis and name:

  (i) the activities Hazel liked

  (ii) the activities Hazel didn't like.

(c) According to you, why didn't Hazel like some activities?

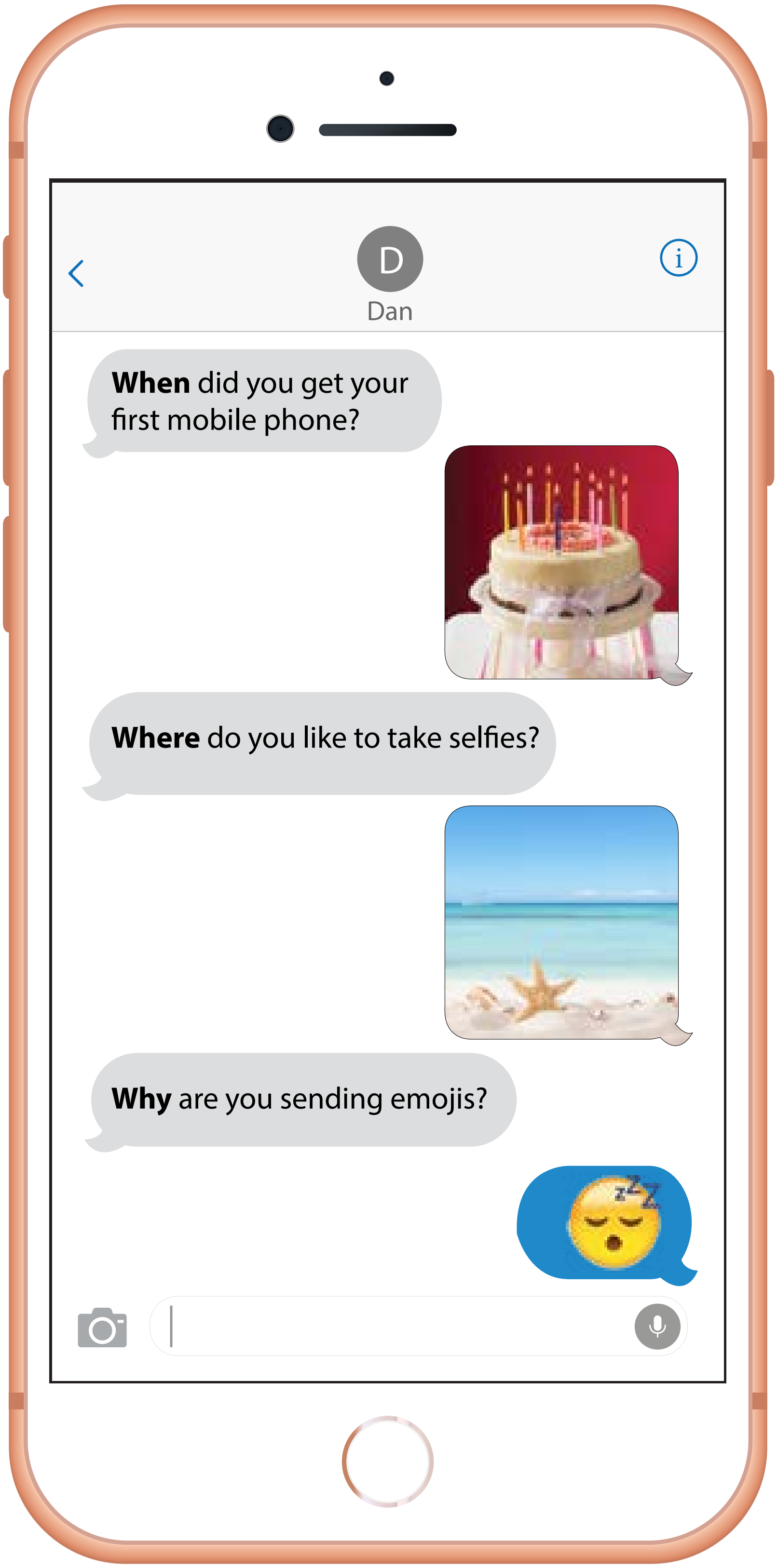
(d) What holiday activities are there on your island?

(e) What activities would you like to do during your next holidays?

ACTIVITY 3: Asking Questions

Focus: Using 'where', 'when' and 'why' to ask questions

3a. **Karen receives a mobile phone. She is texting her friend Dan and he answers using pictures and emojis. Guess Dan's answers.**



When did you get your first mobile phone?

Where do you like to take selfies?

Why are you sending emojis?

3b. Karen asks Dan some more questions. Tick the appropriate answer for each question.

(i) **When** do you use a computer at school?

I use a computer in the classroom. ☐

I use a computer on Mondays. ☐

(ii) **When** do you listen to music?

I listen to music at night. ☐

I listen to music to relax. ☐

(iii) **When** did you watch the film?

I watched the film on my laptop. ☐

I watched the film yesterday. ☐

(iv) **Where** do you keep your tablet?

I keep my tablet in my bag. ☐

I keep my tablet at night. ☐

(v) **Where** can I get a book?

You can get a book next week. ☐

You can get a book from the library. ☐

(vi) **Where** are you hiding my bag?

I am hiding it under the table. ☐

I am hiding it because you took my pencil. ☐

(vii) **Why** do you use your earphones?

I use my earphones in the bus. ☐

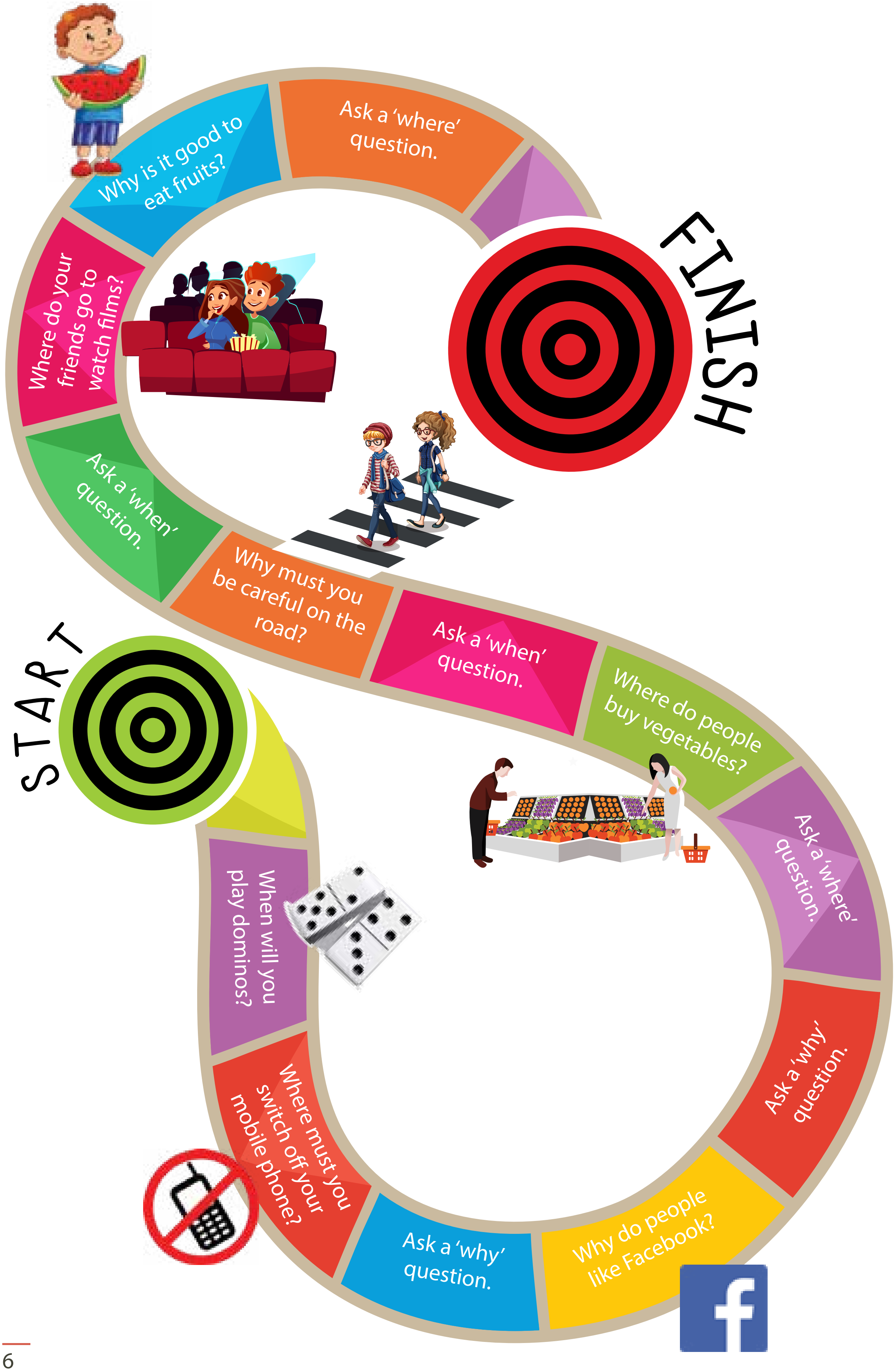
I use my earphones to listen to music. ☐

(viii) **Why** must you be careful on Facebook?

I must be careful because of bullies. ☐

I must be careful on the road. ☐

3c. Play this board game in pairs. Take turns to answer or ask a question. Use complete sentences.



START

When will you play dominos?

Where must you switch off your mobile phone?

Ask a ‘why’ question.

Why do people like Facebook?

Ask a ‘why’ question.

Ask a ‘where’ question.

Where do people buy vegetables?

Ask a ‘when’ question.

Why must you be careful on the road?

Ask a ‘when’ question.

Where do your friends go to watch films?

Why is it good to eat fruits?

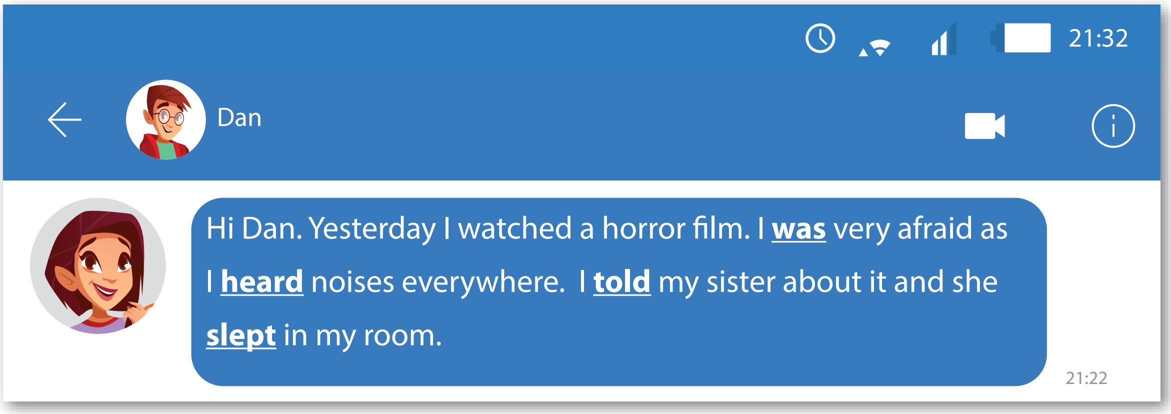
Ask a ‘where’ question.

FINISH

ACTIVITY 4: The horror film

Focus: Past Simple Tense (Irregular Verbs)

Karen sends Dan a message. She tells him what happened yesterday. Read the message carefully and observe the verbs.

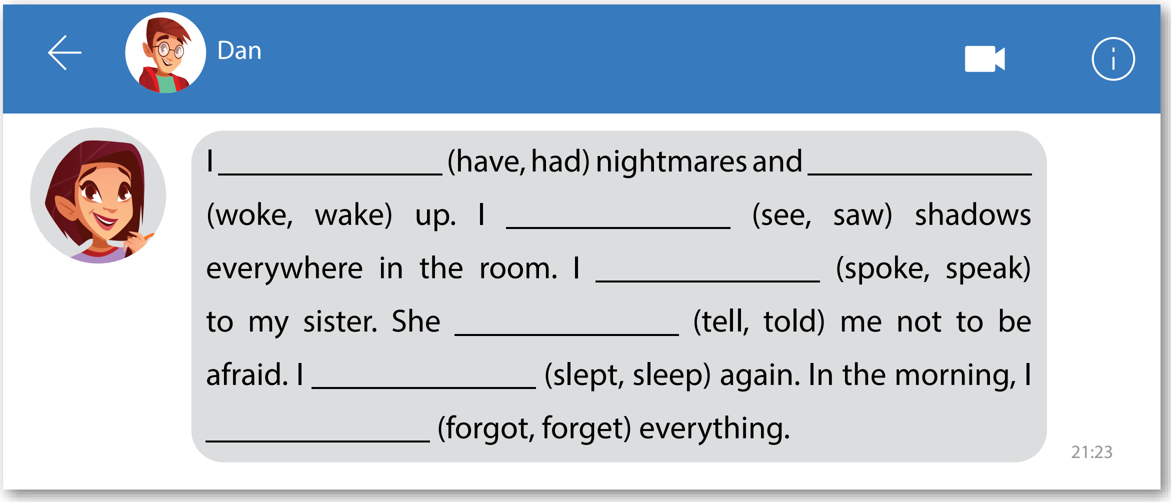


Hi Dan. Yesterday I watched a horror film. I **was** very afraid as I **heard** noises everywhere. I **told** my sister about it and she **slept** in my room.

4a. Match the verbs with their infinitive form.

Past Simple Tense	Infinitive form
Was	To be
Told	To sleep
Slept	To hear
Heard	To tell

4b. Dan fell asleep and did not read the whole message. He reads it now. Complete the message by choosing the correct form of the verbs.



I ______________ (have, had) nightmares and ______________ (woke, wake) up. I ______________ (see, saw) shadows everywhere in the room. I ______________ (spoke, speak) to my sister. She ______________ (tell, told) me not to be afraid. I ______________ (slept, sleep) again. In the morning, I ______________ (forgot, forget) everything.

ACTIVITY 5: At the beach

Focus: Formulating questions and sentences in the interrogative and negative forms using an auxiliary verb

Kim and Nazir went camping during their summer holidays. They talk about what they did. Complete the table below and enact the scene.

Questions	Answers
Did you **like** camping?	Yes, I **liked** camping.
Did you **enjoy** sleeping in the tent?	Yes, I **enjoyed** sleeping in the tent.
Did you **go** fishing?	No, I **didn't go** fishing.
Did you **make** sand castles?	Yes, I **made** sand castles.
Did you **have** a barbecue?	No, I **didn't have** a barbecue.

Did you **go** in the glass bottom boat?	No, I **didn't go** in the glass bottom boat.
______________________________ ______________________________	Yes, I **danced** the sega.
Did you **play** beach volleyball?	No,______________________________ ______________________________
Did you **eat** ice-cream?	No,______________________________ ______________________________
______________________________ ______________________________	Yes, I **took** pictures under the sea.

ACTIVITY 6: Holiday activities

Focus: **Vocabulary and adjectives**

6a. Read the information below and complete the survey.

Holiday activities	Tick one option.	
1. Camping	○ Fun	○ Tiring
2. A catamaran trip	○ Exciting	○ Dangerous
3. Cinema	○ Dull	○ Enjoyable
4. Fishing	○ Relaxing	○ Tiring
5. Hiking	○ Adventurous	○ Dangerous

10. Watching television

○ Dangerous ○ Adventurous

7. Visiting relatives

○ Boring ○ Fun

8. A hotel stay

○ Dull ○ Enjoyable

9. Indoor games

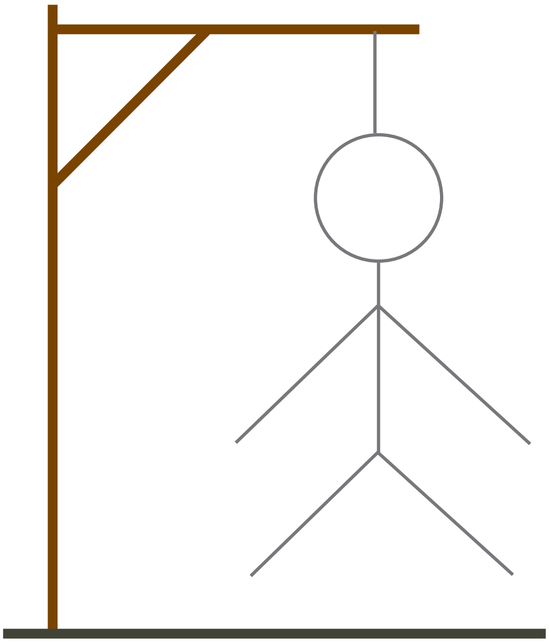
○ Fun ○ Tiring

6. Trekking

○ Relaxing ○ Boring

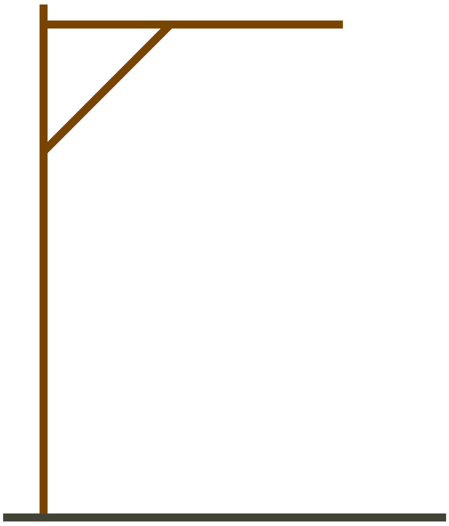
6b. Which activities do you find interesting? Why?

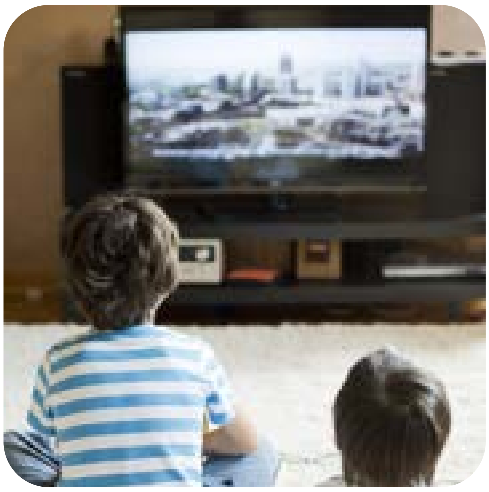
6c. Diya and her friends play hangman. Play with them.



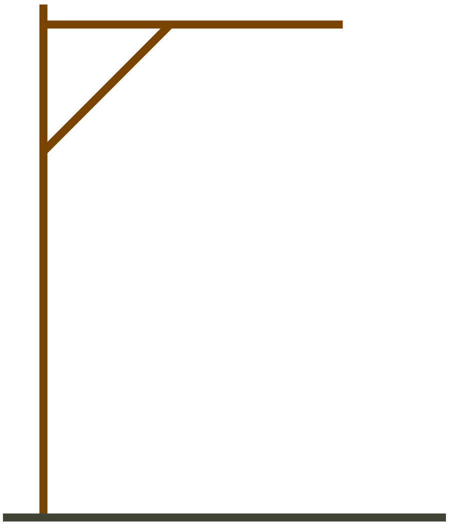
H A N G M A N

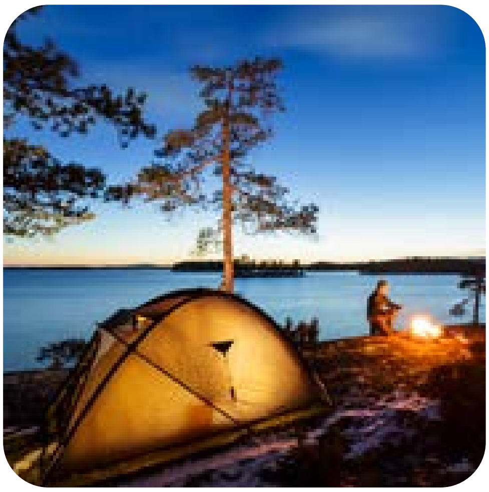
Form groups. Each group takes turns to guess the word or one alphabet at a time and spells the word. Be careful! For every mistake you make, a part of the man will be drawn. The group that finds the word wins. If the drawing is completed before you find the word, you lose!



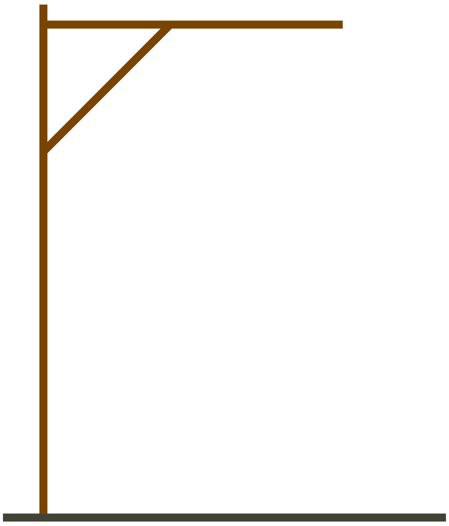


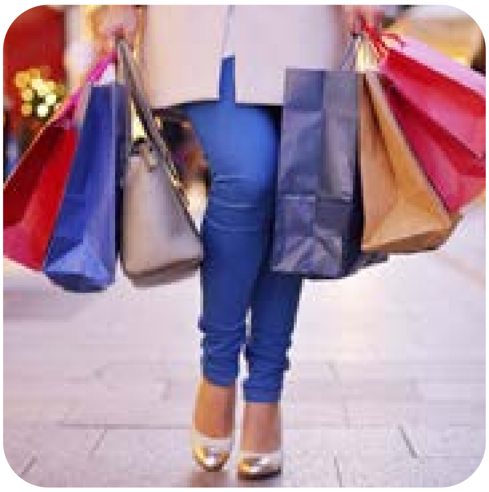
1. Watching F ___ ___ ___ ___



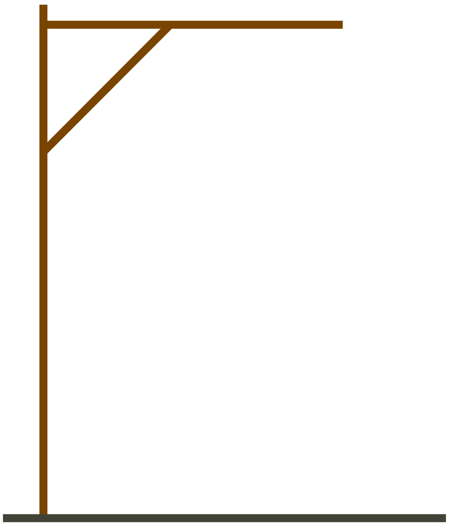


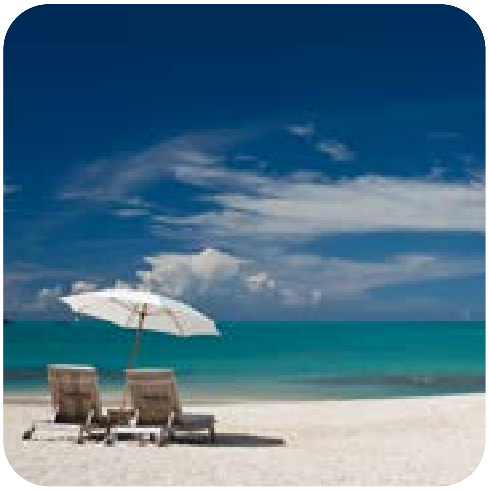
2. ___ ___ ___ P ___ ___ ___



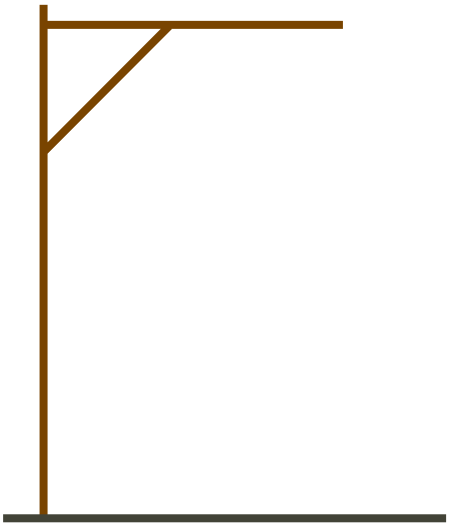


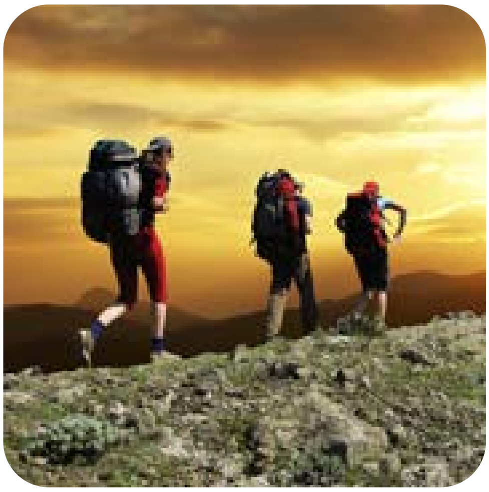
3. ___ ___ ___ P P ___ ___ ___



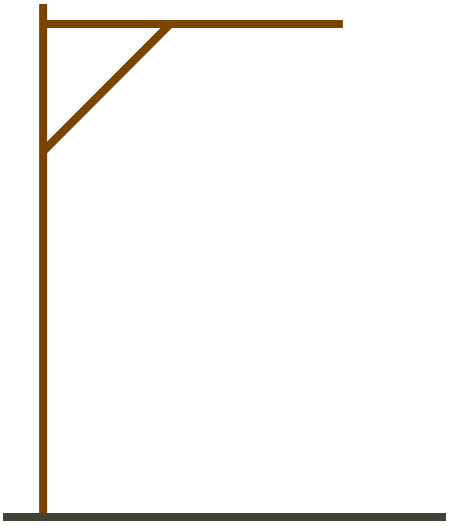


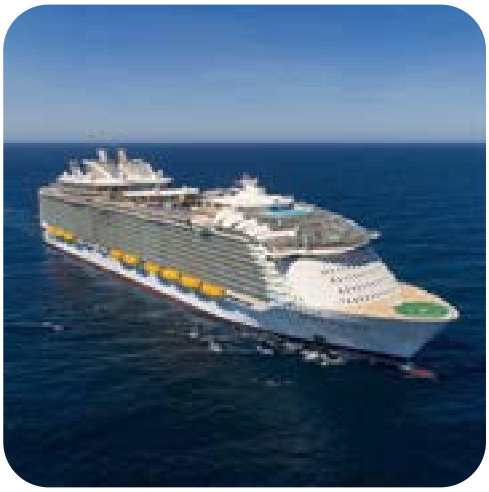
4. S ___ ___ S ___ ___ ___



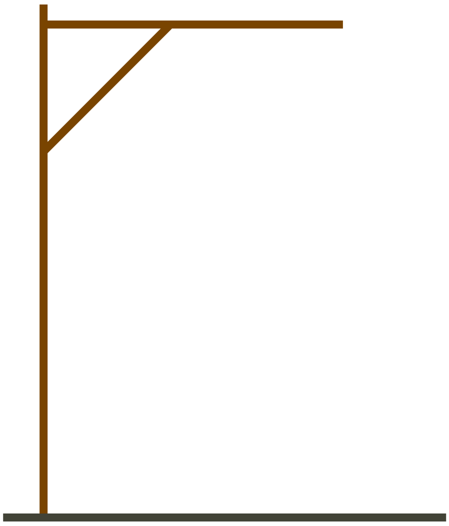


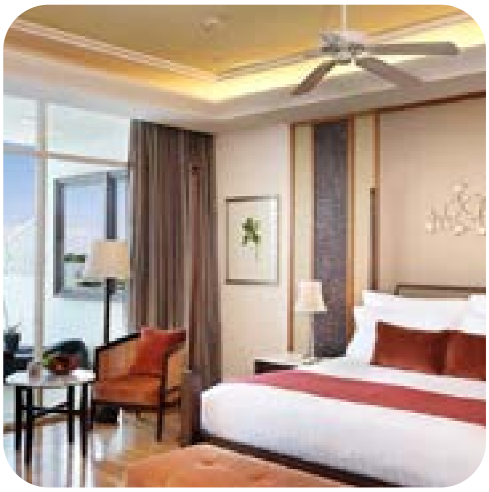
5. H __ __ __ __ G



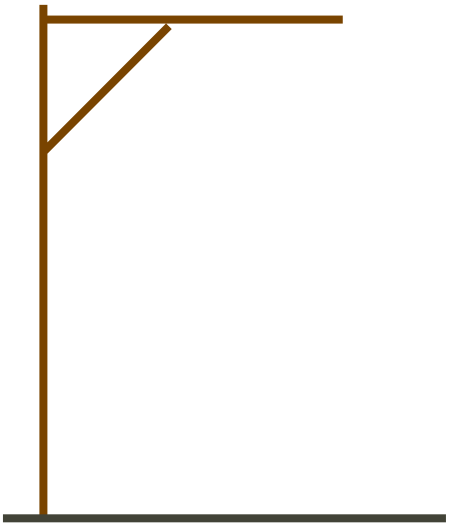


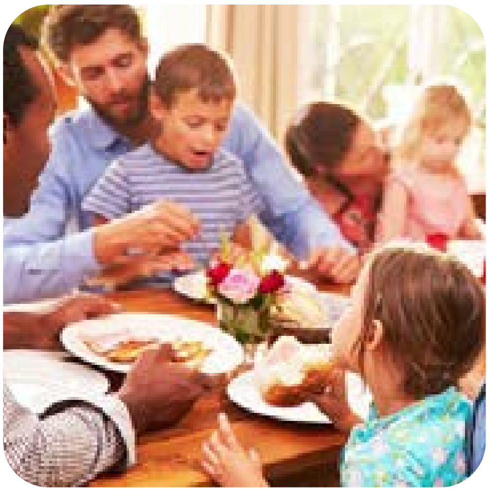
6. __ R __ __ __ __



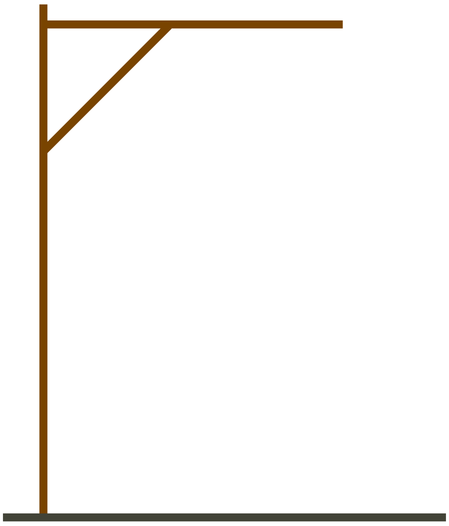


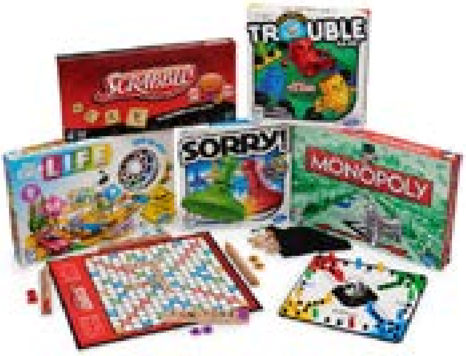
7. A stay at the H __ __ __ __



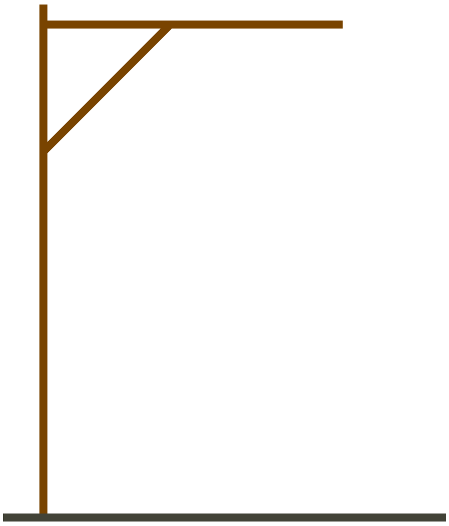


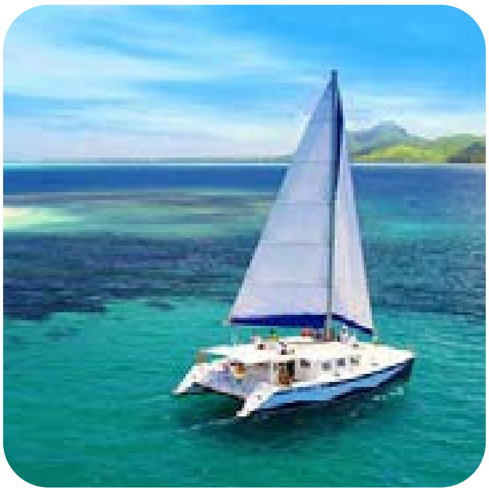
8. Visiting R _ _ _ T _ _ _ _




TROUBLE
SCRABBLE
LIFE
SORRY!
MONOPOLY

9. Indoor G _ _ _ _





10. C _ _ _ _ _ R _ _

ACTIVITY 7: Fun activities

Focus: Reading aloud & use of colon for direct speech

7a. Larose, Nikhil and Fatima are talking about what they enjoyed doing during their holidays. Form groups of 3 and read their conversation with expression.

Larose: My parents and I went to the restaurant. I loved the food.

Nikhil: I enjoyed fishing and walking on the beach at sunset.

Fatima: I had fun travelling in the double-decker bus. I also read many books.

7b. In your groups, write 2 sentences about your holiday activities. Use the writing frame below.

Student 1: I enjoyed ____

____

Student 2: I had fun ____

____

Student 3: I loved ____

____

ACTIVITY 8: Nidhi's holidays

Focus: Use of commas

Nidhi is a shy student. Mrs. Kate encourages her to tell the class about her holidays.

8a. Read the text carefully and observe the punctuation marks.

I joined a club during the holidays. I did Yoga, Tai Chi and Karate. My mother taught me how to cook. I made bread, pizzas, noodles and chocolate cakes.

I also went to the market. I saw potatoes, cabbages, tomatoes, carrots and onions.

8b. Insert commas in the blank spaces.

(a) I worked as a helper in a pet shop. The pet shop sold dogs __ cats __ birds __ fish and rabbits.

(b) The shop belonged to Mr. Arvind. He had an assistant __ a carer and two helpers.

(c) Mr. Arvind served customers __ spoke about animal care and sold pet food.

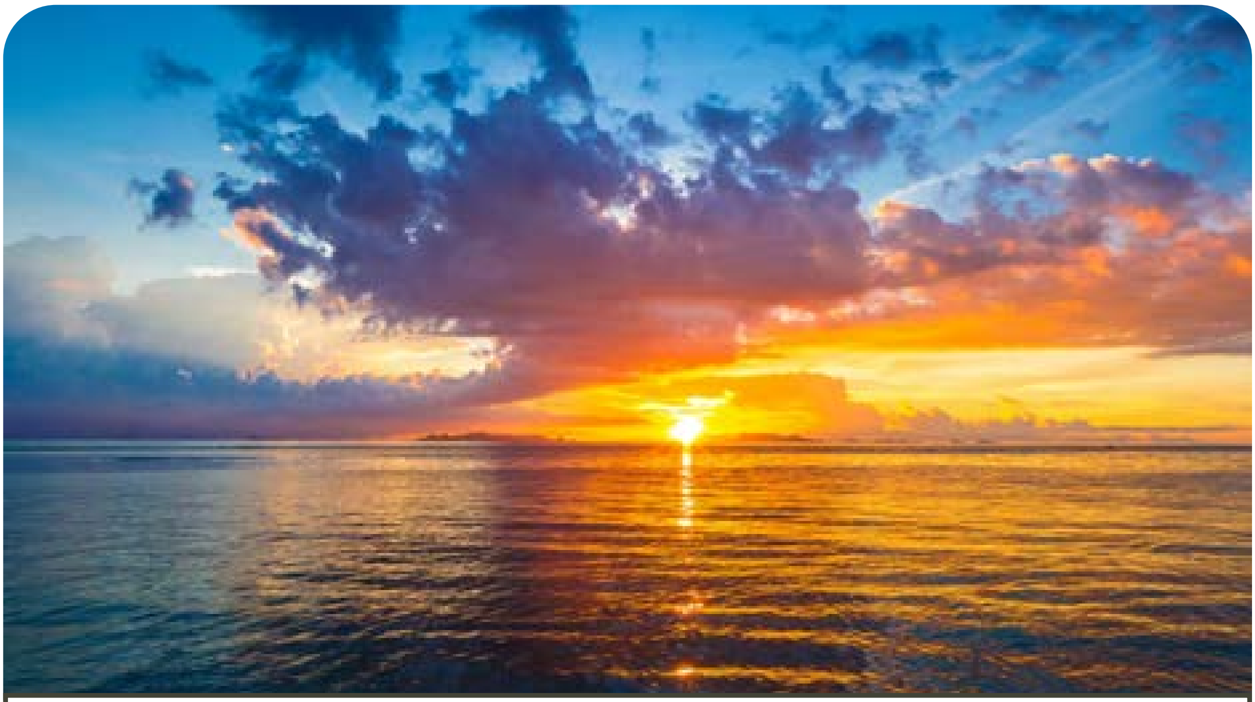
(d) I swept the floor __ cleaned the cages __ fed the fish and took care of the dogs.

(e) The carer fed the animals __ cleaned them __ checked for diseases and gave medicine to sick animals.

ACTIVITY 9: At the seaside

Focus: Use of 'The'

9a. Work in pairs and describe the picture below in as much detail as you can. An example is given.



E.g. The sun is setting.

9b. Afzal is explaining how he broke his arm. He uses 'the' wrongly. Put the word 'the' in the right place. The first one has been done for you.

Afzal: I the went to seaside.

You: I went to the seaside.

Afzal: sea The was beautiful.

You: ____ was beautiful.

Afzal: There was a dog. dog ran towards The me.

You: There was a dog. ____ towards me.

Afzal: I ran and fell on a big rock. My arm hit rock the.

You: I ran and fell on a big rock. My arm hit ____.

ACTIVITY 10: Ritesh travels to Rodrigues

Focus: **Plural form (adding s, es, or ies)**

Read the text and pay attention to the words in bold.

Ritesh went to Rodrigues during the December holidays. He enjoyed the flight even if two **babies** were crying. He came back with many **gifts** for his **relatives** and **friends**. He bought **hats**, pickled **mangoes**, and fish for his **aunties** to make delicious **dishes**.

10a. Work in groups to find the plural form of the words in the table below. Use the text above.

Singular	Plural
gift	
relative	
friend	
hat	
mango	
dish	
baby	
aunty	

10b. Complete the tables by writing the plural form of the words.

Add 's'

Singular	Plural
lemon	
basket	
boat	
souvenir	

Add 'es'

Singular	Plural
potato	
chilli	
bush	
bus	

Change 'y' to 'ies'

Singular	Plural
lady	
family	
strawberry	
story	

ACTIVITY 11: Going on an outing

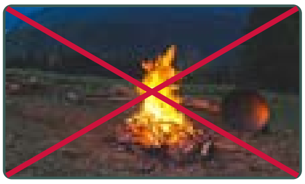
Focus: **Modal (must)**

Raj is going on an outing. Read the advice his mother gives him.

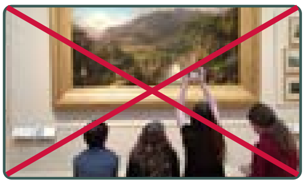
Mother: Raj, you **must** stay with the group. You **must** follow the team leader. You **must not** throw garbage everywhere.

Raj's mother gives him more advice. Complete the sentences with 'must' or 'must not'.

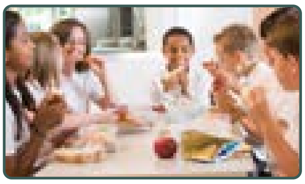
(a) You ______________________ light camp fires.



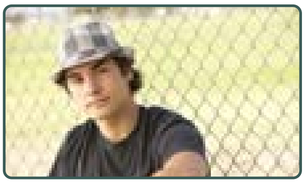
(b) You ______________________ take photos in the museum.



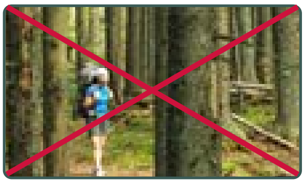
(c) You ______________________ eat your lunch.



(d) You ______________________ wear your hat.



(e) You ______________________ leave the group.



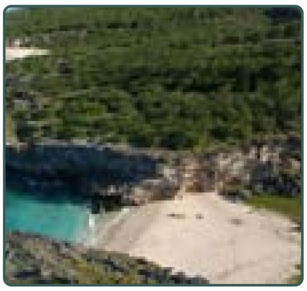
(f) You ______________________ come home before 6 o'clock.

ACTIVITY 12: Holidays in Rodrigues

Focus: Reading for understanding

Holidays on Rodrigues Island

Preety visited her cousin David in Rodrigues. They went hiking on Mt Limon. They also had fun camping at Trou D'argent. Preety shopped at Port-Mathurin market. She bought a straw hat because of the sun. She also bought lemons for her mother. Preety took lots of photos on Isle aux Cocos. She really liked Rodrigues.



Answer the following questions below.

1. Who did Preety visit in Rodrigues?

____

2. Where did Preety and David go hiking?

____

3. Where did Preety go shopping?

____

4. Why did Preety buy a straw hat?

____

5. What did she do on Isle aux Cocos?

____

ACTIVITY 13: Saying 'Thank you'

Focus: Producing a simple text

Preety is making a Thank You card for David. Work in pairs to complete the card.

Thank you
for
sharing your home

Dear David,

Thank you for welcoming me in your home during my visit. I enjoyed myself a lot.

____

____

____

____

____

____

____

With love,
Preety.

ACTIVITY 14: Tongue Twister Challenge!

Focus: Producing /p/, /b/, /t/ and /d/

Pair up. Take turns to read these sentences aloud. Read again, going faster and faster.

(a) Please place your plates in a pile.

(b) Betty bought a bit of butter to make the batter.

(c) A big black bug bit a big black bear.

(d) Mr. Tony trained his tongue to twist and turn.

(e) Don't you dare defend him, Dany!

(f) Double-bubble gum bubbles double.

Unit 2

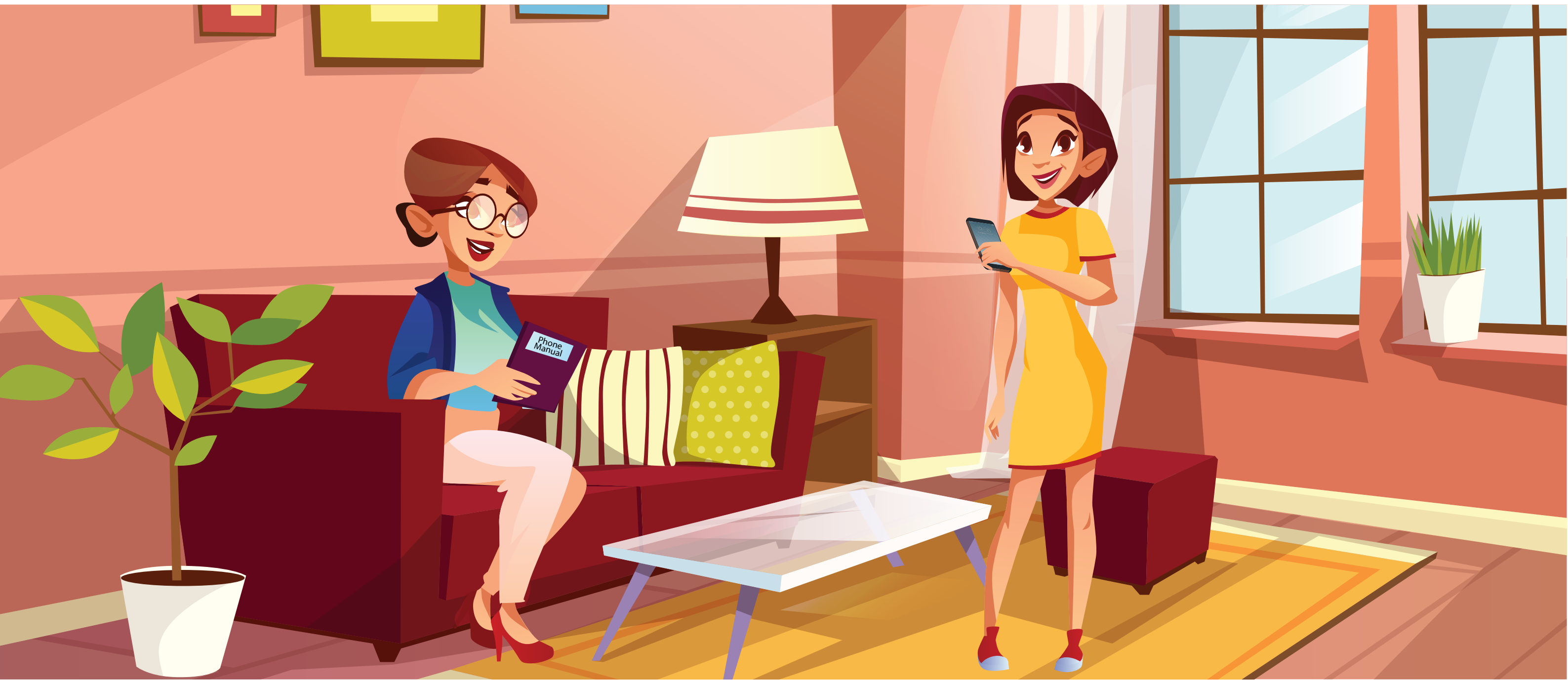
Log on

Activity 1:	Speaking: The New Smartphone
Activity 2:	Listening: Cyberbullying
Activity 3:	Writing: Post a comment
Activity 4:	Reading a Blog: Screen Addiction
Activity 5:	Plural Form
Activity 6:	Descriptive adjectives
Activity 7:	Nouns: Plural form [s, es, y]
Activity 8:	Simple Future Tense [Interrogative form]
Activity 9:	Writing: Writing an Email
Activity 10:	Vocabulary [Technology]
Activity 11:	Descriptive Sentences [Using adjectives]
Activity 12:	Punctuation: Using apostrophes for the possessive form
Activity 13:	Possessive Adjectives
Activity 14:	Tongue Twisters: /f/, /tʃ/, /c/, /s/

ACTIVITY 1: The new smartphone

Focus: Speaking and sharing information

Karen's mother has a new smartphone.



Wow, Mum! Your new phone is cool.

Yes, but there are so many applications. I am confused!

They are easy to use. Let me help you.

Thank you, dear.

1a. Complete the conversation between Karen and her mother.

The blue icon f is for Facebook.

What is Facebook?

new friends. – helps us – Facebook – to make

____

What is this icon G?

G is for Google. You can use Google – for – information. – to search

____

What is this ☎ ?

with people. – It – to chat – is used

____

What do we do on YouTube ?

films – We watch – and videos.

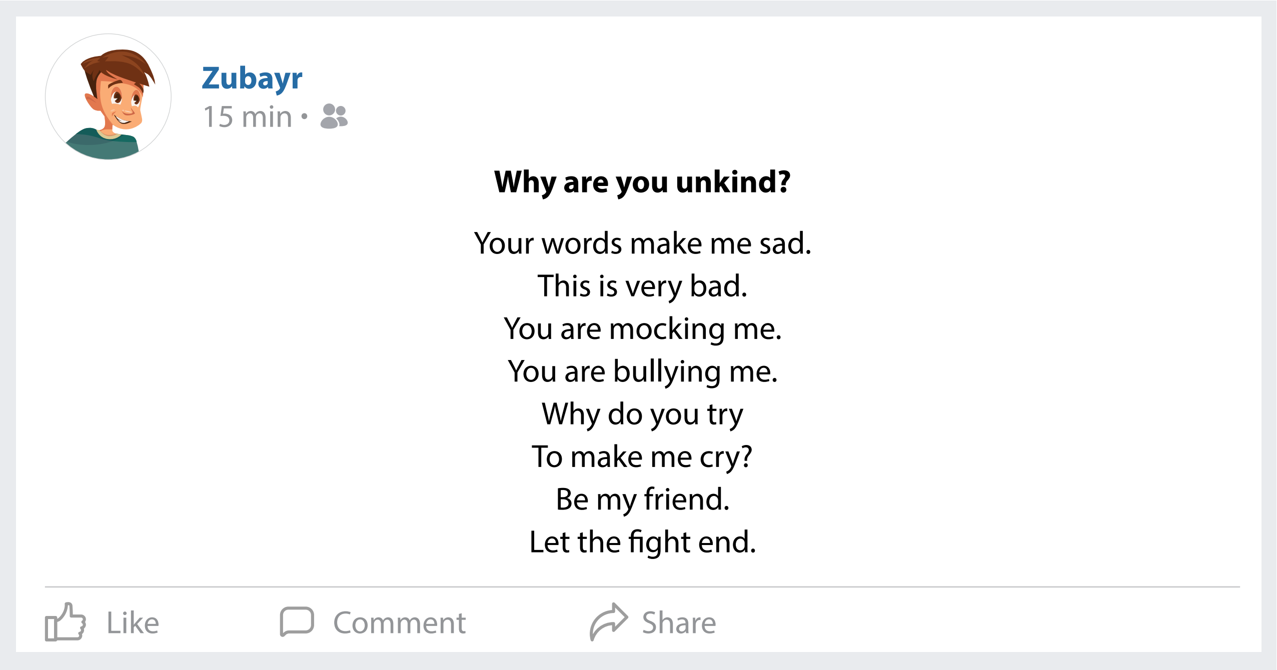
____

1b. Pair up and enact the scene between Karen and her mother.

ACTIVITY 2: Do not be unkind!

Focus: Listen for specific information

2a. Karen's friend Zubayr read some unkind comments on Facebook. Zubayr is sad and writes a poem to share his feelings. Listen to the poem carefully.



Zubayr
15 min •

Why are you unkind?

Your words make me sad.
This is very bad.
You are mocking me.
You are bullying me.
Why do you try
To make me cry?
Be my friend.
Let the fight end.

2b. Listen to the poem again. Fill in the blanks with the appropriate words from the brackets.

Why are you unkind?

Your words make me **(sad, mad)** ______________.

This is very bad.

You are **(shaking, mocking)** ________________me.

You are bullying me.

Why do you try

To make me **(cry, shout)** _______________?

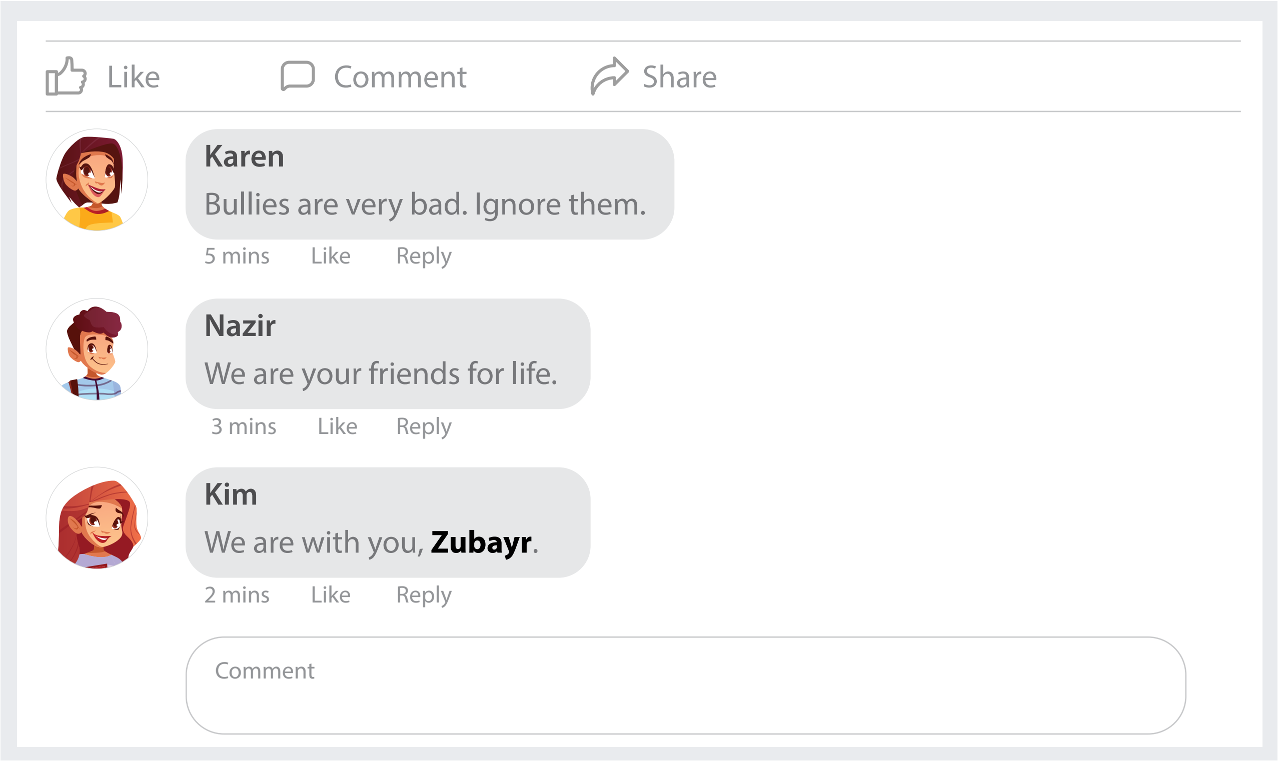
Be my friend.

Let the **(game, fight)** _______________________ end.

ACTIVITY 3: Post a comment

Focus: Writing

3a. Zubayr's friends want to help him. They post some comments on Facebook. Read their comments and add yours.


Like
Comment
Share

Karen
Bullies are very bad. Ignore them.
5 mins Like Reply

Nazir
We are your friends for life.
3 mins Like Reply

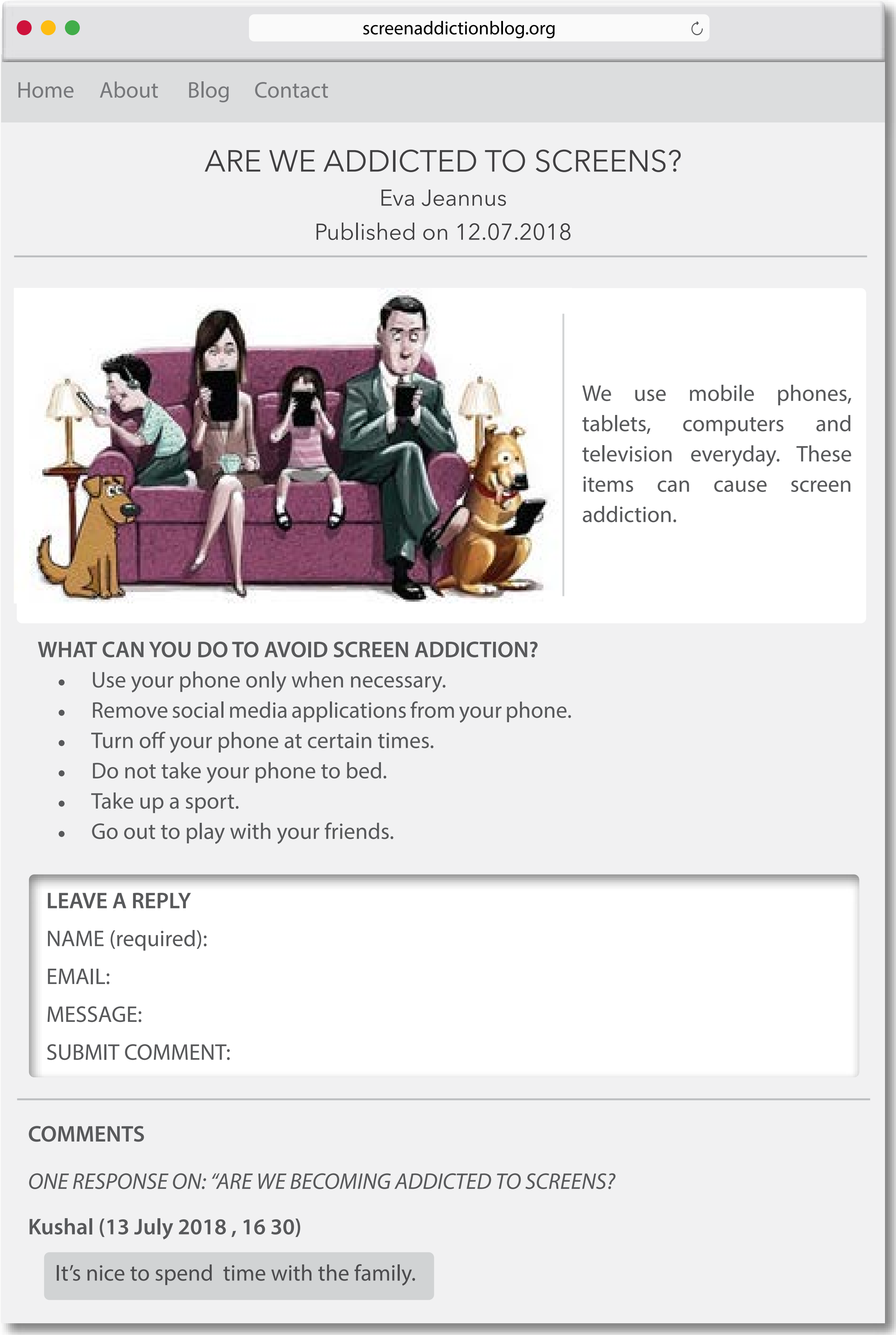
Kim
We are with you, **Zubayr**.
2 mins Like Reply
Comment

ACTIVITY 4: Talking about screen addiction

Focus: Reading a Blog

4a. The students spend too much time in front of screens. Their teacher, Mrs. Raboude, talks about screen addiction.

Here is a blog she uses. Read it carefully.



ARE WE ADDICTED TO SCREENS?

Eva Jeannus

Published on 12.07.2018

We use mobile phones, tablets, computers and television everyday. These items can cause screen addiction.

WHAT CAN YOU DO TO AVOID SCREEN ADDICTION?

- Use your phone only when necessary.
- Remove social media applications from your phone.
- Turn off your phone at certain times.
- Do not take your phone to bed.
- Take up a sport.
- Go out to play with your friends.

LEAVE A REPLY

NAME (required):

EMAIL:

MESSAGE:

SUBMIT COMMENT:

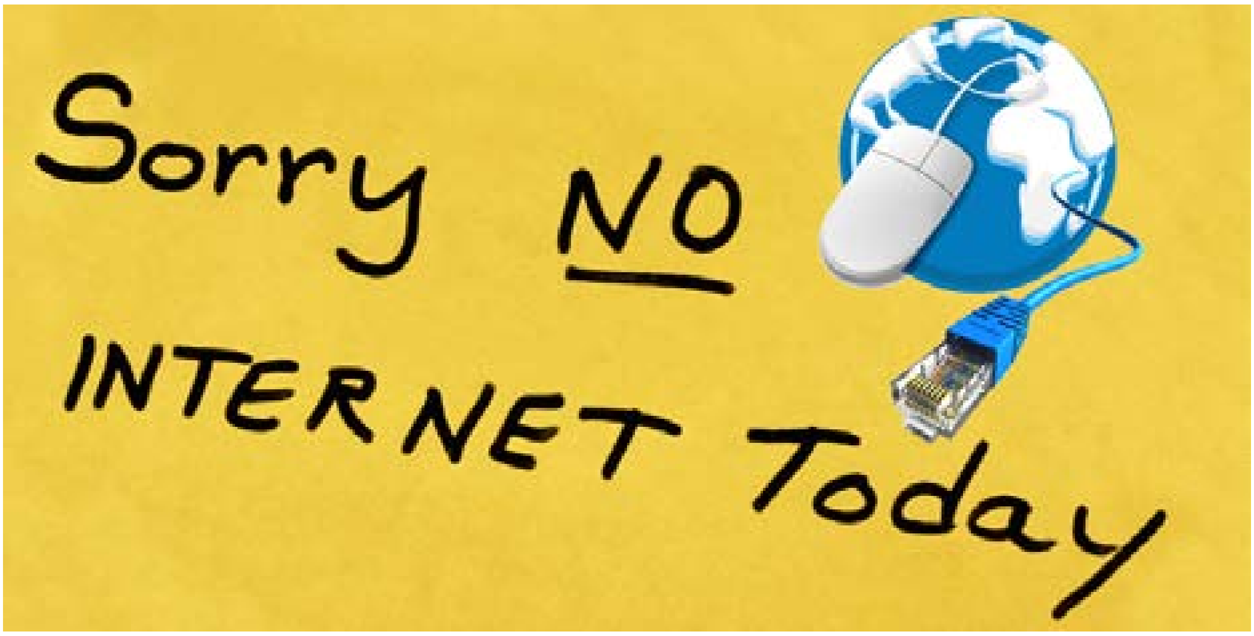
COMMENTS

ONE RESPONSE ON: "ARE WE BECOMING ADDICTED TO SCREENS?

Kushal (13 July 2018 , 16 30)

It's nice to spend time with the family.

4b. Are you a screen addict? Take the test to find out.



Can you live without your phone or tablet? TAKE THE TEST TO FIND OUT!

Tick the appropriate column to indicate your answer.

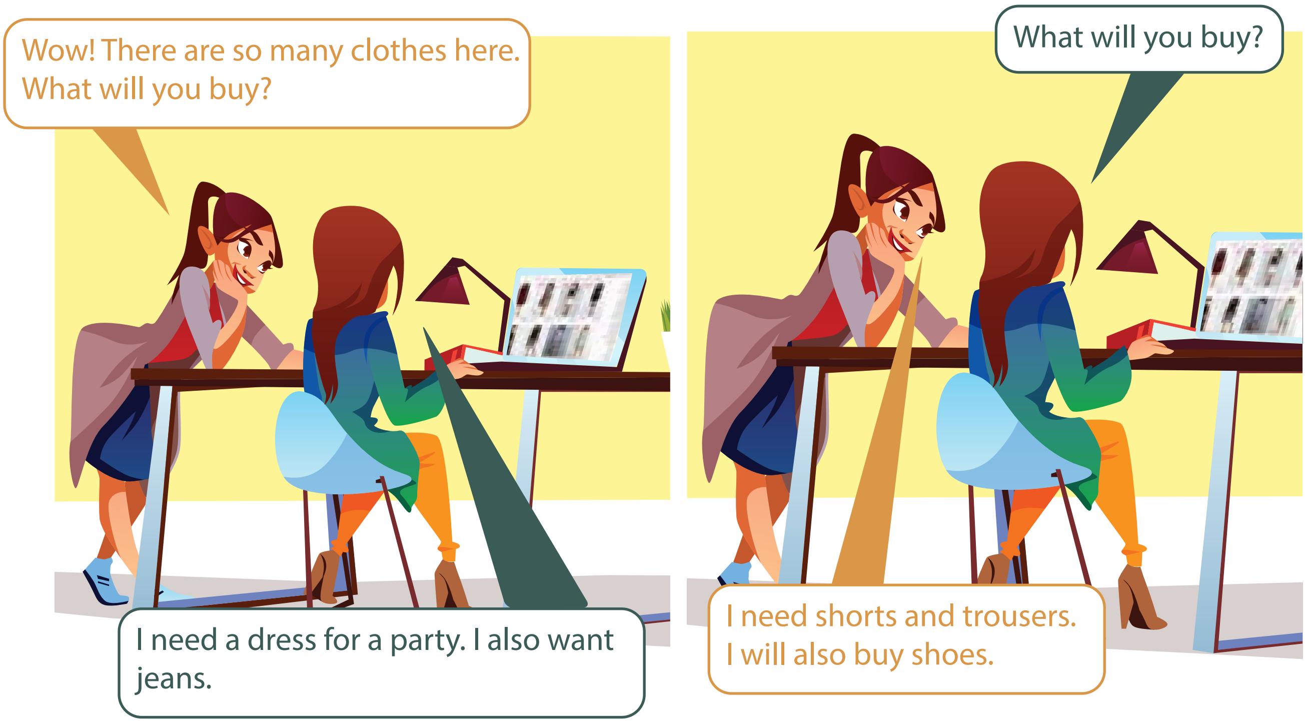
Question	Yes	No
Do you forget everything when you use your phone/or tablet?		
Do you spend less time playing outside?		
Do you eat with your phone nearby?		
Do people say that you spend too much time on your phone?		
Do you check your phone too many times a day?		
Do you sleep with your phone nearby?		

IF MOST OF YOUR ANSWERS ARE 'YES', YOU MIGHT BE A SCREEN ADDICT!

ACTIVITY 5: Online shopping

Focus: Words that are always in the plural form

Karen and Bella are shopping online.

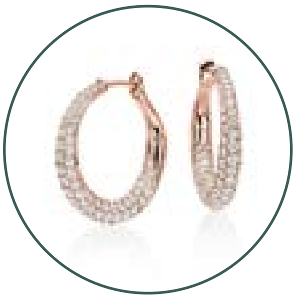

Wow! There are so many clothes here. What will you buy?
I need a dress for a party. I also want jeans.
What will you buy?
I need shorts and trousers. I will also buy shoes.

5a. Read the conversation carefully and note down the words that are always in the plural form.

clothes

5b. Learn more words that are always in the plural form by writing the appropriate words below the pictures.

scissors
earrings
stairs
arms *(weapons)*
glasses
pyjamas
manners
news
goods



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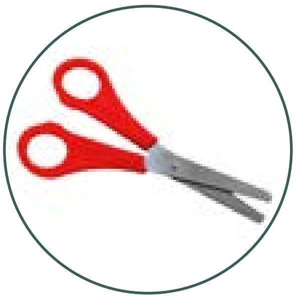

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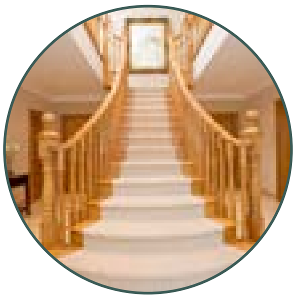

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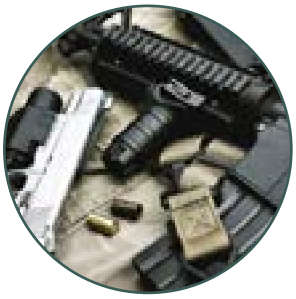

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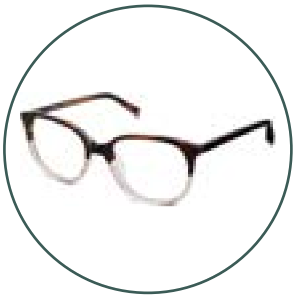

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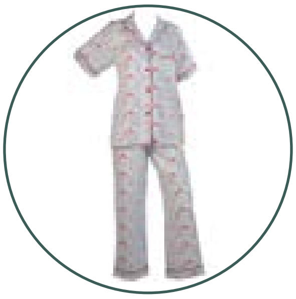

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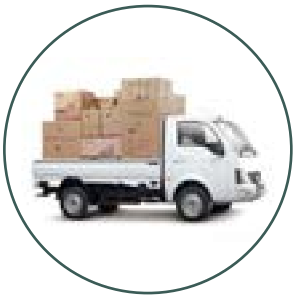

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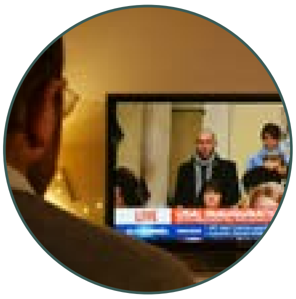

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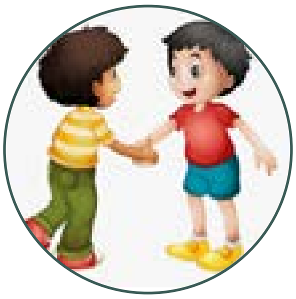


____

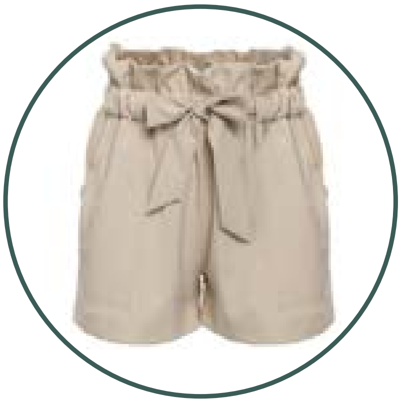
5c. Oops! The items in Karen and Bella's bags are mixed up. Work in pairs and match the appropriate items with the bags after reading the descriptions.

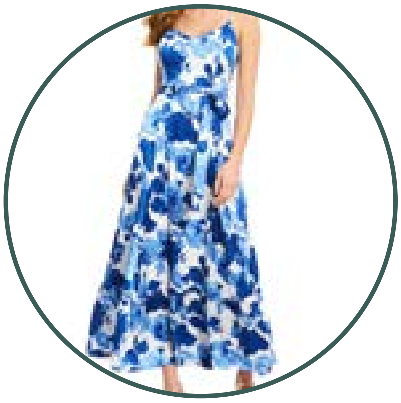
Karen's bag

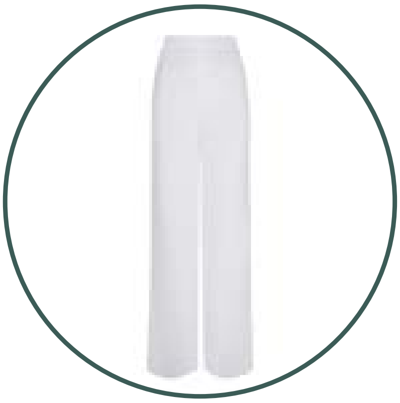
1. Cute casual shorts
2. Smart white trousers
3. Flat brown shoes

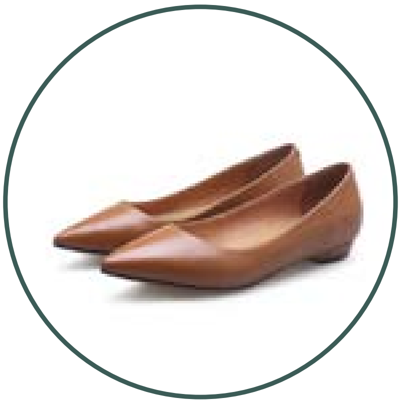
Bella's bag

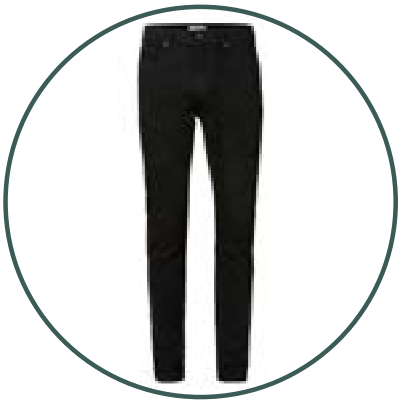
1. Blue flowery long dress
2. Black skinny jeans





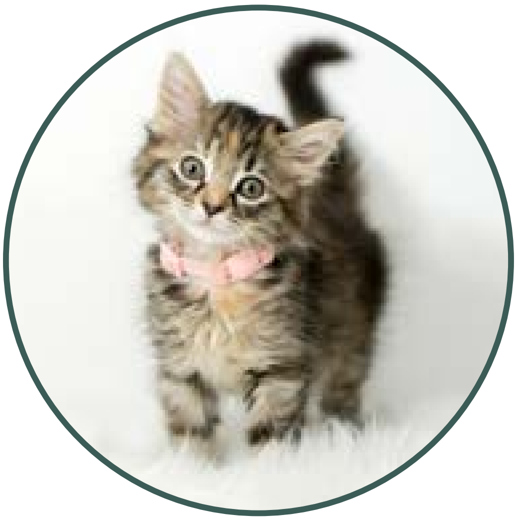


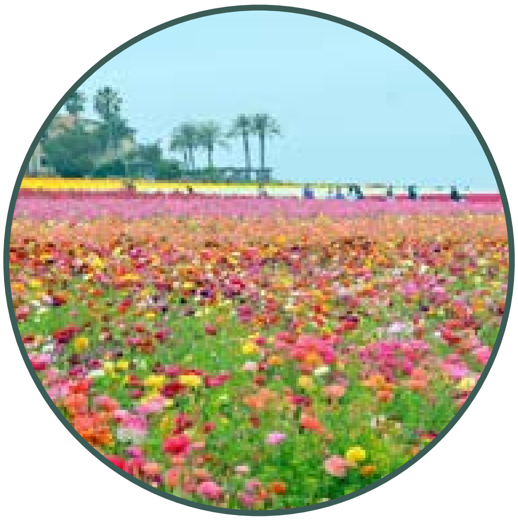


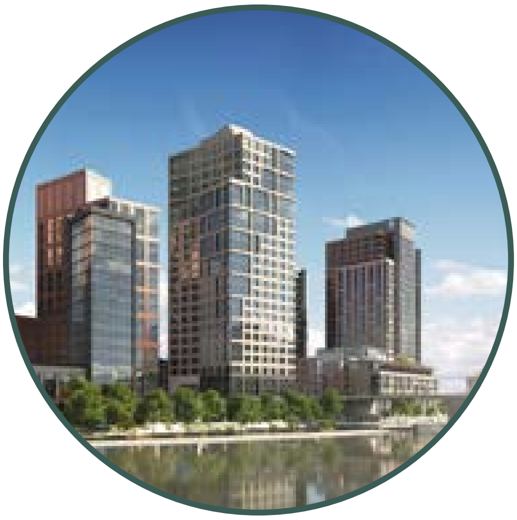


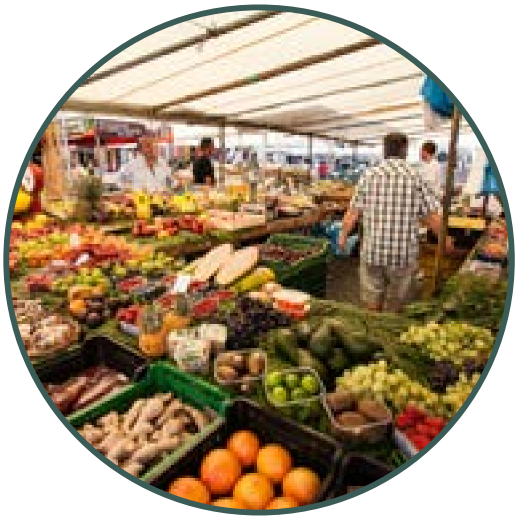
5d. In groups, find at least three words to describe each picture. Choose from the list and add other words. Some words can be used for more than one picture.

colourful
crowded
different
noisy
small
attractive
cute
modern
busy
fresh
lovely
clean
big
lost
tall


kitten


flowers

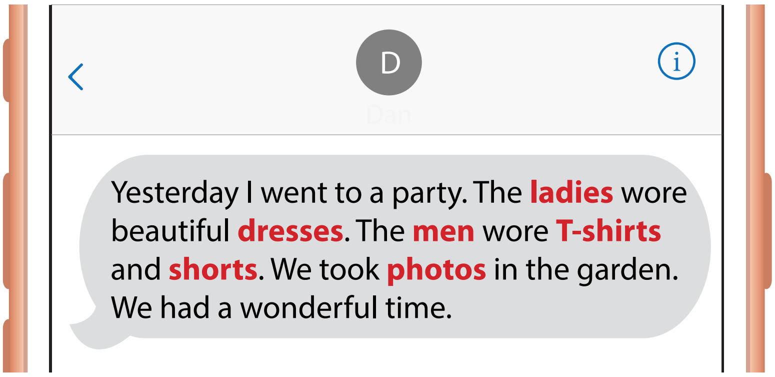

building


market place

ACTIVITY 6: Zubayr's homework

Focus: Nouns in the plural form

6a. Zubayr reads the message from his friend Dave and observes the words in red. What does he learn?



Yesterday I went to a party. The **ladies** wore beautiful **dresses**. The **men** wore **T-shirts** and **shorts**. We took **photos** in the garden. We had a wonderful time.

6b. Read the list of words. Write the plural form of each word in the correct column in the table below. Examples are given.

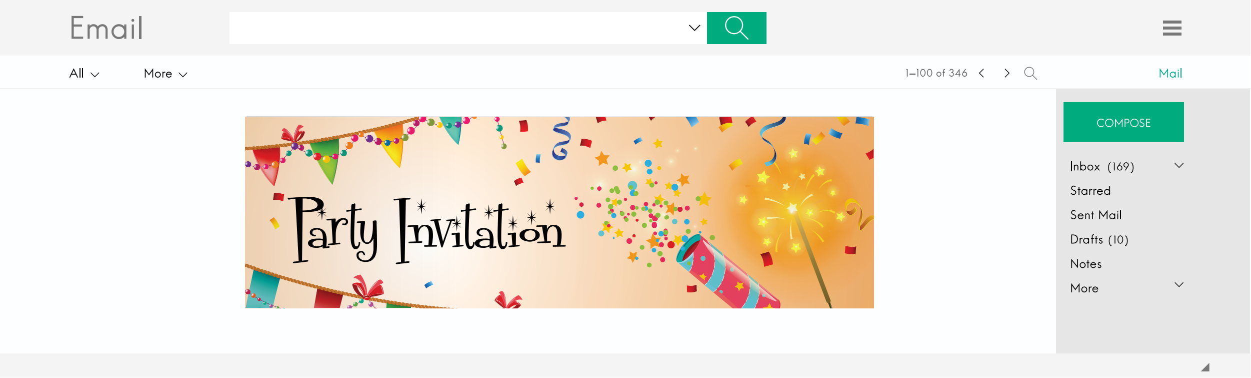
cherry
bridge
child
boss
address
lorry
wheel
screen
foot
lady
daisy
gadget
picture
bus
bully
mouse
robot
speaker

Add 's'	Add 'es'	Change 'y' to 'ies'	change form
wheels	bosses	cherries	mice

ACTIVITY 7: Going to the party

Focus: Future Simple Tense in the interrogative form

Esha, Justine and Hannah have received a mail. They are invited to a party. They will have fun.


Email
All
More
1–100 of 346
Mail
Party Invitation
COMPOSE
Inbox (169)
Starred
Sent Mail
Drafts (10)
Notes
More

7a. Read the following and observe the changes.

Affirmative	Interrogative
I will go.	Will I go?
You will go.	Will you go?
He will go	Will he go?
She will go.	Will she go?
It will go.	Will it go?
We will go.	Will we go?
They will go.	Will they go?

7b. Pair up and ask your friends questions using the Future Simple Tense in the interrogative form. The prompts below will help you.

1. buy – new – dress
2. friend – send – a message
3. post – photo – Facebook
4. Justine – share – video
5. bring – your – earphones

Now write the questions below. An example is given.

1. Will you buy a new dress?

2.

3.

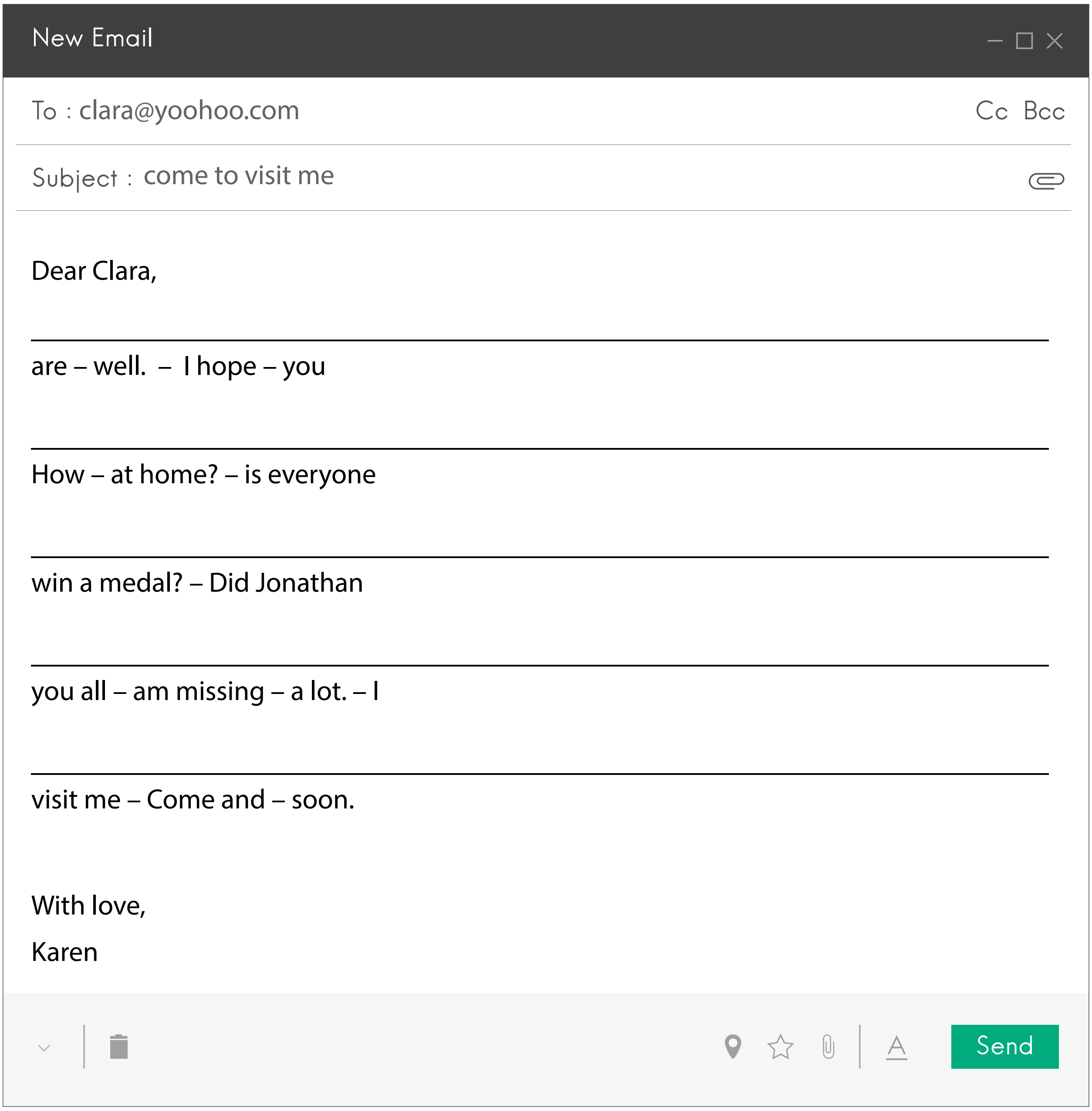
4.

5.

ACTIVITY 8: Writing an Email

Focus: Syntax

8a. Karen is studying in Mauritius. Help her write an Email to her sister who is in Rodrigues. Write the words in the correct order to form sentences or questions.



To : clara@yoohoo.com

Subject : come to visit me

Dear Clara,

are – well. – I hope – you

How – at home? – is everyone

win a medal? – Did Jonathan

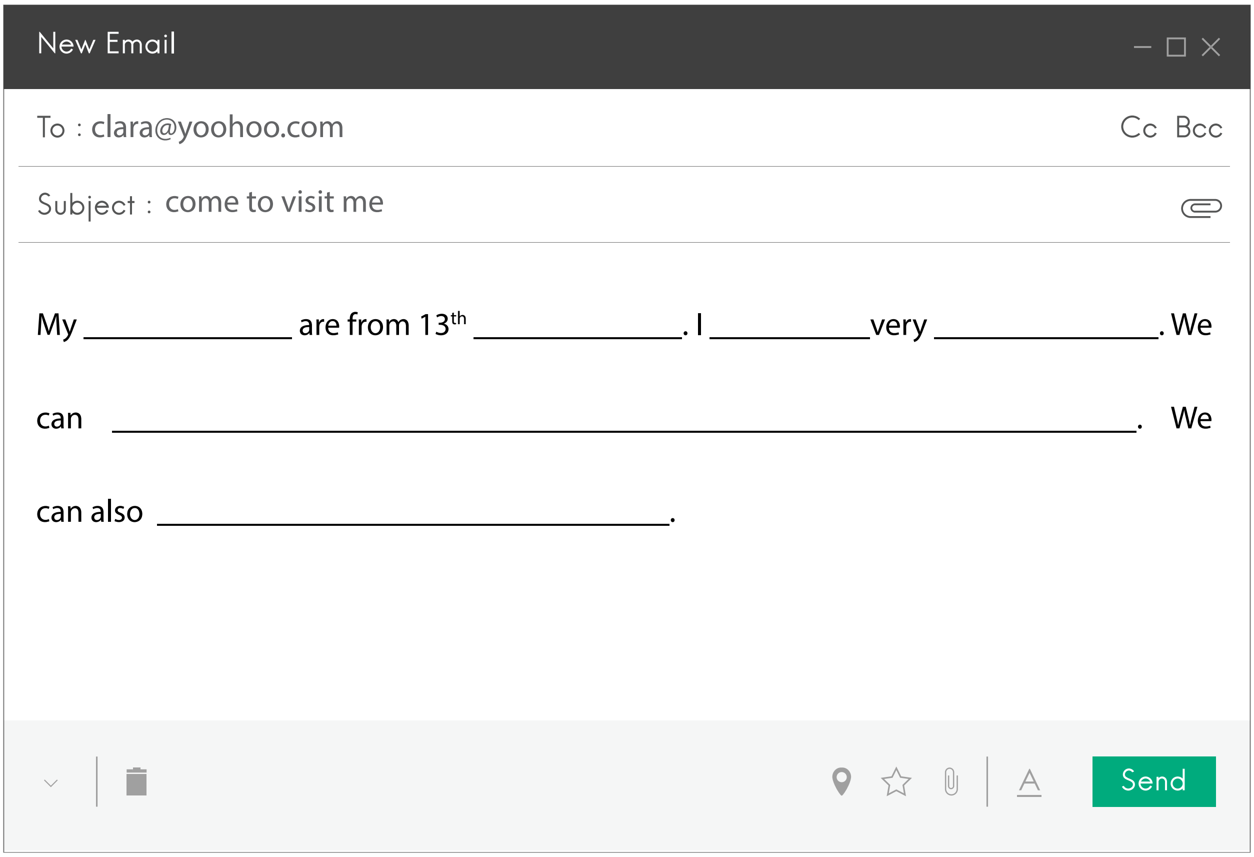
you all – am missing – a lot. – I

visit me – Come and – soon.

With love,
Karen

8b. In her Email, Karen forgot to add the information below. Write the sentences for her.

- her holidays start on 13th April
- how excited she is about her sister's visit
- some things they can do together



To : clara@yoohoo.com

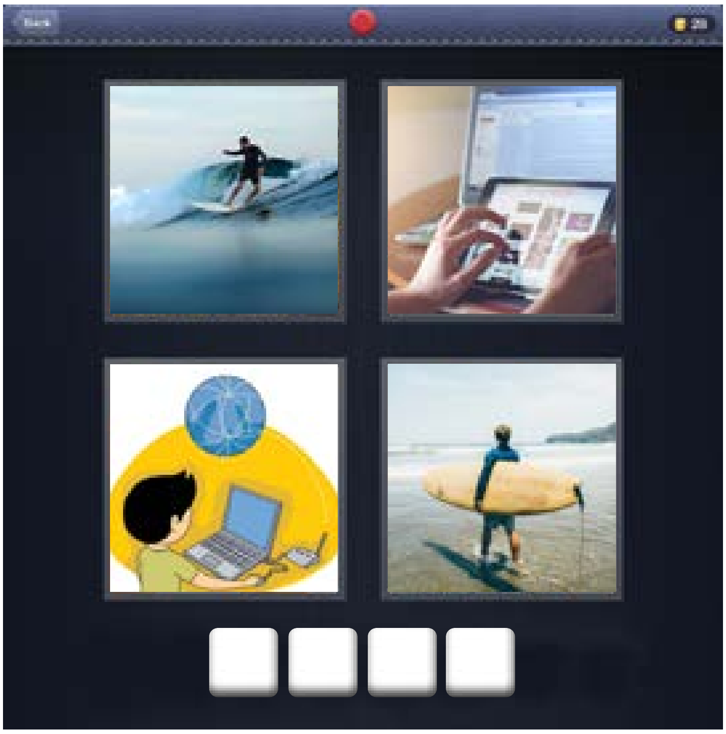
Subject : come to visit me

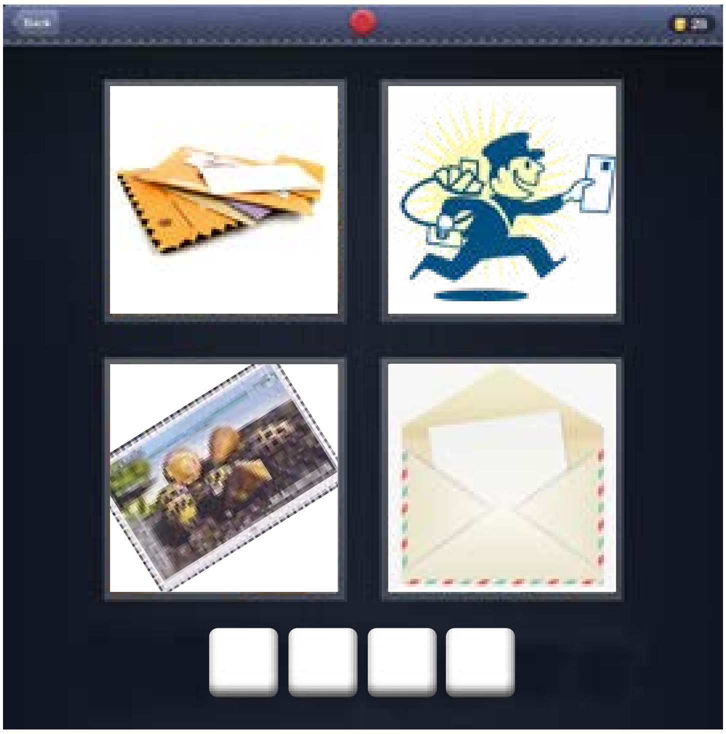
My ______________ are from 13th ______________. I ___________very _______________. We can ____. We can also ___________________________________.

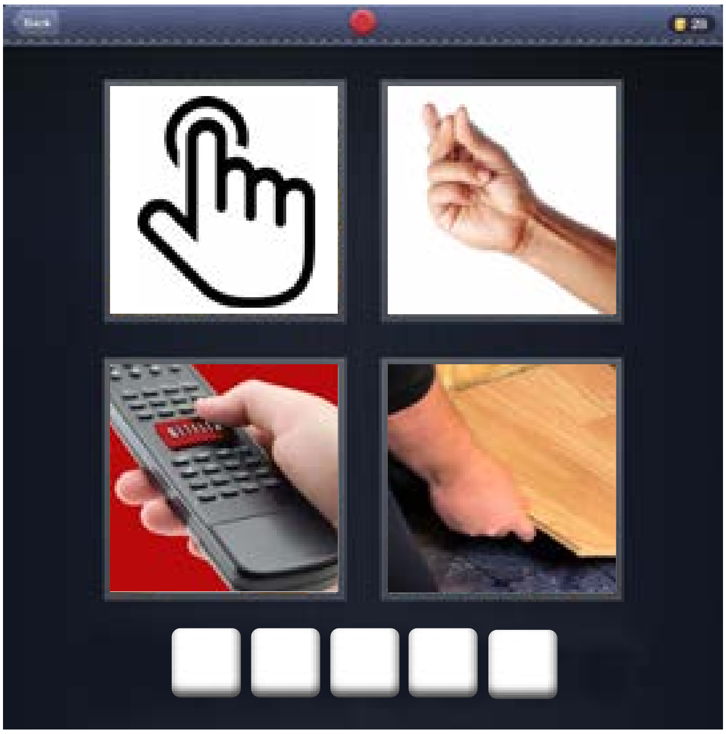
ACTIVITY 9: Four Pictures One Word vocabulary game

Focus: Vocabulary

Observe the pictures and guess the word.



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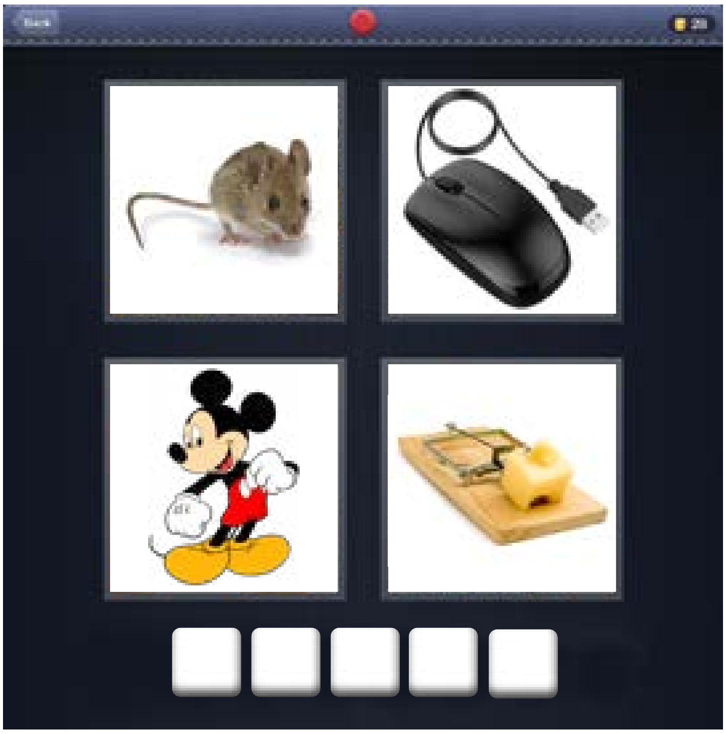
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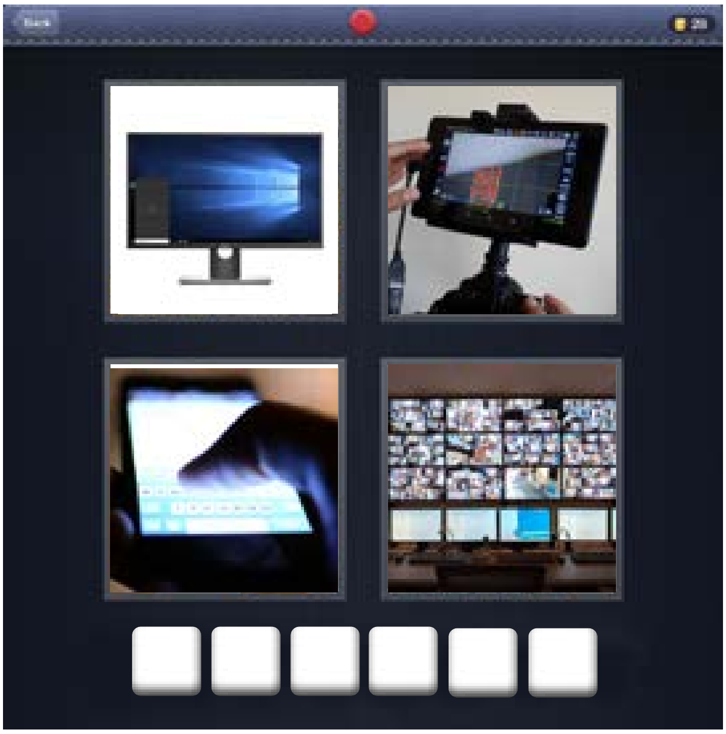
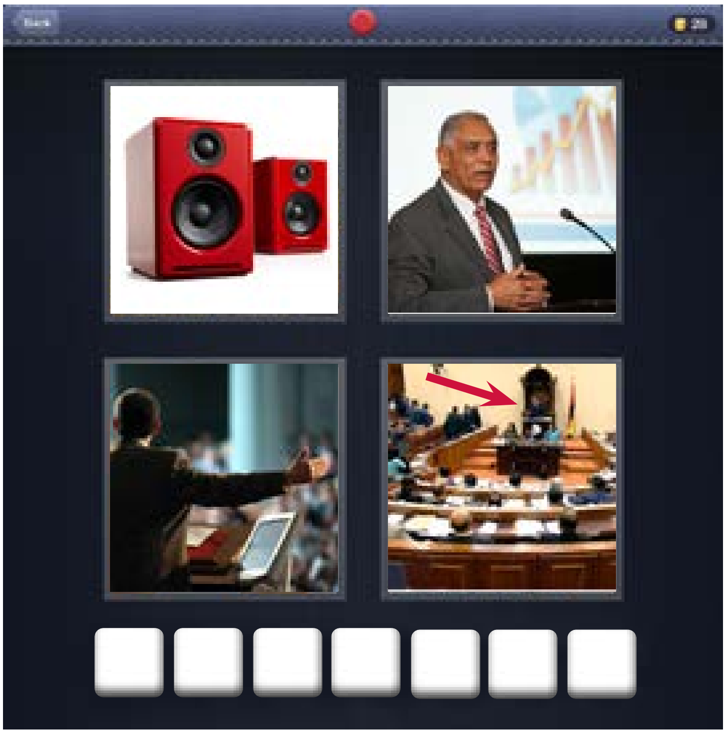


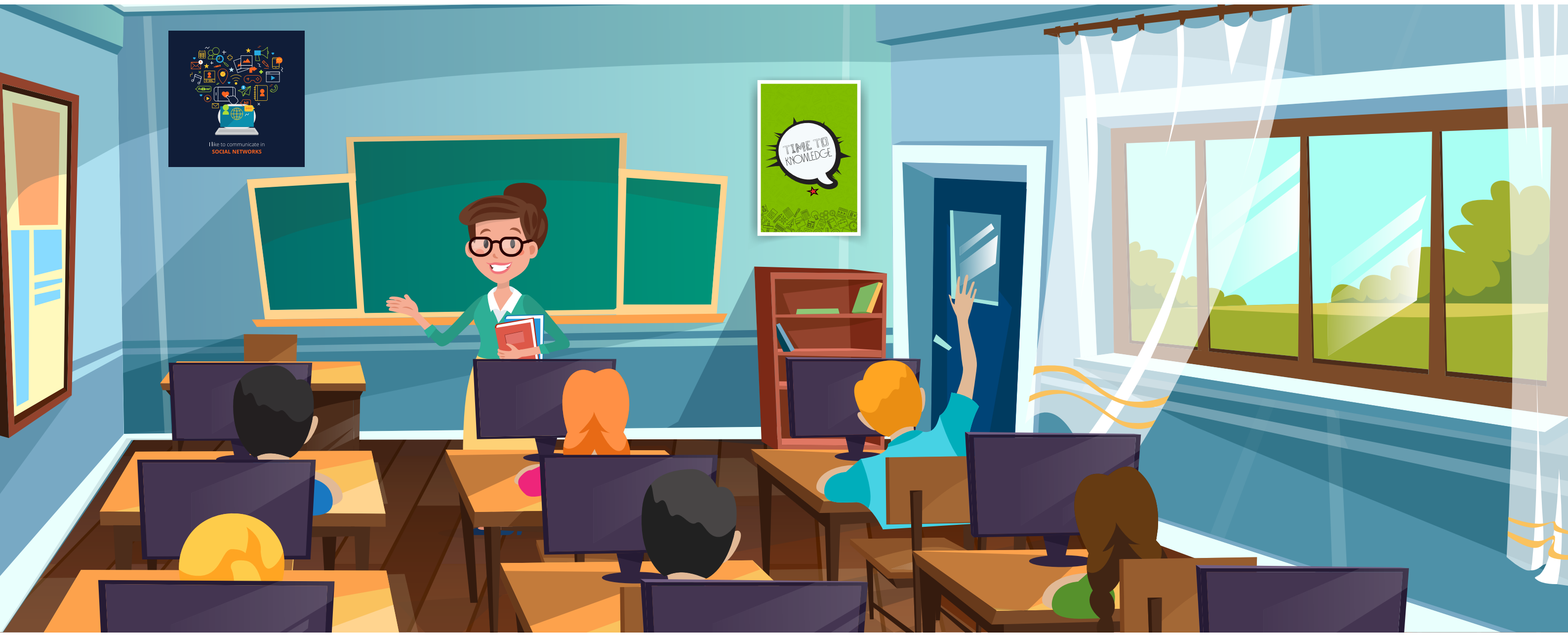


screen surf click speaker mail mouse

ACTIVITY 10: The new Computer Lab

Focus: **Descriptive sentences using adjectives**

Karen is telling her parents about her computer lab.


I like to communicate in SOCIAL NETWORKS
TIME TO KNOWLEDGE

10a. Make sentences using the words below.

(i) colourful – posters – wall

(ii) wooden – floor

(iii) attentive – students – class

(iv) interesting – games

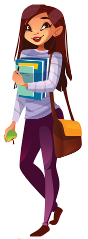
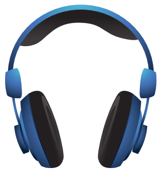
(v) teacher – funny – jokes

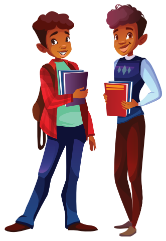
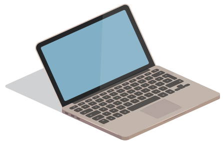
ACTIVITY 11: In the computer room

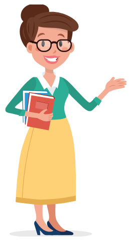
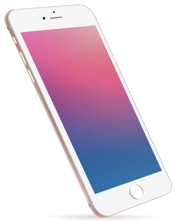
Focus: Using apostrophes for the possessive form

11a. Read the text carefully and carry out the matching activity below.

The students are in the computer room. The teacher is not in the classroom. **Jane's mobile phone** rings when the teacher enters. The **boys' headphones** are on the table and Raj is playing with the **teacher's laptop**. The teacher is not happy.


Jane ● ●

headphones = **The boys' headphones**


The boys ● ●

laptop = **The teacher's laptop**


The teacher ● ●

mobile phone = **Jane's mobile phone**

11b. Use the apostrophe correctly. An example is given.

Baby – cot

Baby's cot

Kevin – motorbike

____

Ladies – umbrella

____

Musicians – guitars

____

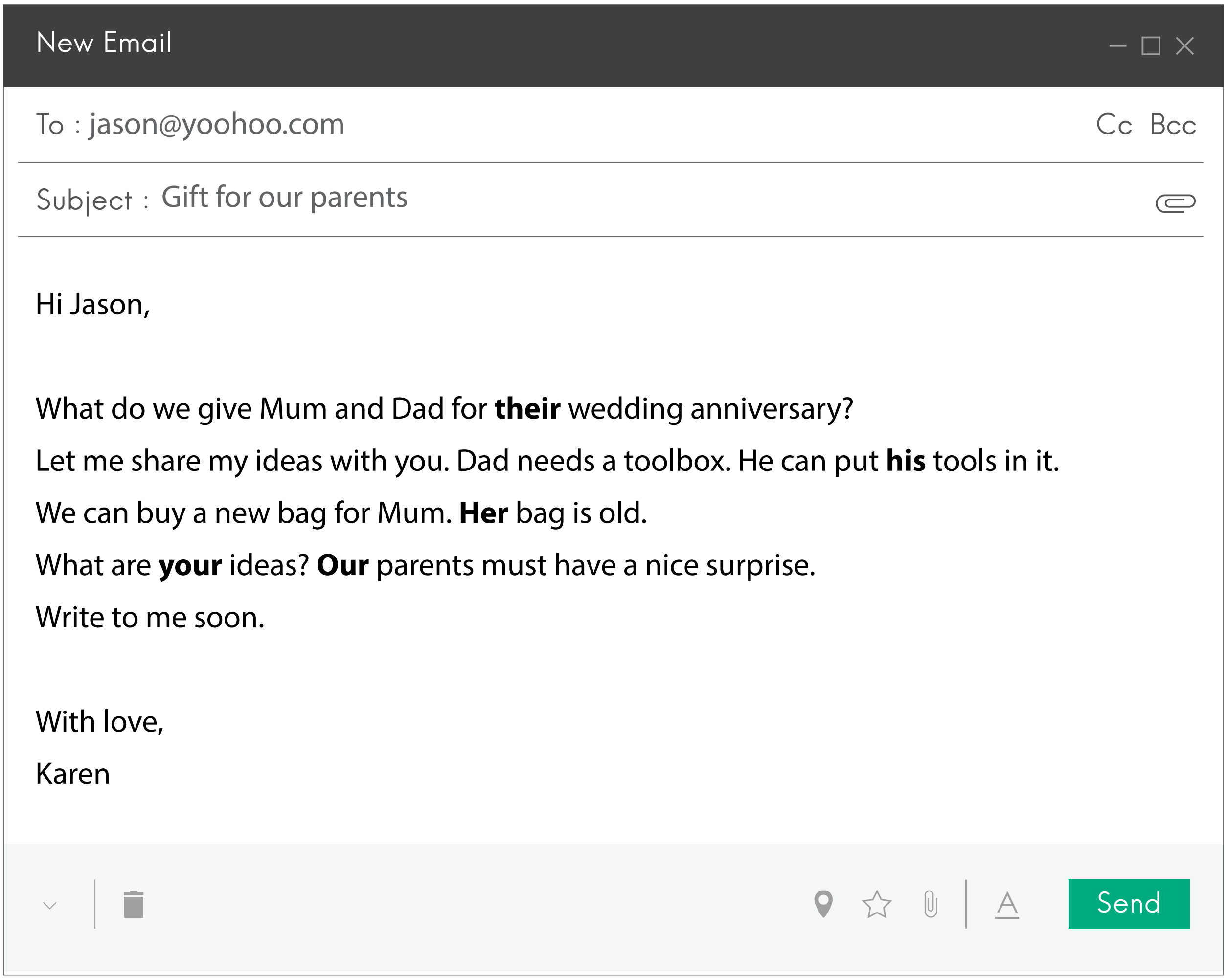
Cat – tail

____

ACTIVITY 12: Choosing a gift

Focus: Possessive adjectives

Karen sends an Email to her brother. Read it and pay attention to the words in bold.



To : jason@yoohoo.com

Subject : Gift for our parents

Hi Jason,

What do we give Mum and Dad for **their** wedding anniversary?
Let me share my ideas with you. Dad needs a toolbox. He can put **his** tools in it.
We can buy a new bag for Mum. **Her** bag is old.
What are **your** ideas? **Our** parents must have a nice surprise.
Write to me soon.

With love,
Karen

12a. Read the Email again and find the words used to say the following. An example is given.

For me	my	For you		For her	
For him		For us		For them	

12b. Jason's friends give him some ideas. Fill in the blanks with 'my, your, her, his, its, our'. The words in bold will help you find the answers.

Meera has a smartphone. ______ smartphone is white. **You** can buy one for______ mother.

We gave ______ parents new phone covers. They were very happy.

I have a cousin. ______ cousin is a salesman in a phone shop. He can help you.

My neighbours have **a tablet.** _____ cover is black.

Clarel has a new projector. Ask him where he bought _____ projector.

Ashish and Pascal have an online shop. __________shop has many nice gadgets.

ACTIVITY 13: Tongue Twister Challenge!

Focus: /f/, /k/, /s/, /tʃ/

Say the following as fast as you can!

- Four foolish friends fought for the phone.
- Chelsea the chatterbox chats in the chat room.
- The keys of the keyboard keep clicking.
- Sally sends six selfies to Sammy.

Unit 3

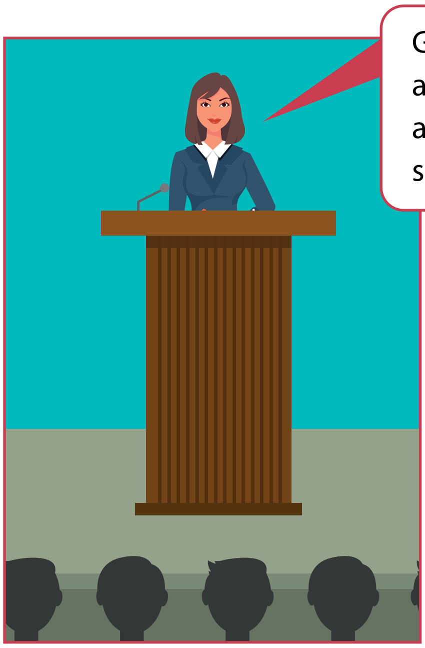
Visiting places

Activity 1:	a. Listening: The Special Assembly b. Speaking: Expressing views
Activity 2:	The Vocabulary Chain Game [Travel]
Activity 3:	Reading for Information: Brochure
Activity 4:	Adverbs of Manner [‘ly’]
Activity 5:	Contracted forms
Activity 6:	Personal Pronouns
Activity 7:	Speaking: Giving and following directions
Activity 8:	Reading: Menu card Speaking: Ordering food
Activity 9:	Verbs: Present Continuous Tense [negative and interrogative forms]
Activity 10:	Prepositions of Place and Time [at, under, in, on, behind]
Activity 11:	Writing: Postcards
Activity 12:	Vocabulary [Occupations]
Activity 13:	Tongue Twisters: /t/, /w/, /l/, /s/

ACTIVITY 1: The special assembly

Focus: Listening

1a. The Rector, Mrs. Reese, has some good news for the students. Listen to what she says.



Good morning, students! Welcome to this special assembly. I am happy to announce that some students are going on an exchange programme. They will visit some famous countries.

Jane is absent. Rachel writes down Mrs. Reese's speech for her. Listen to the speech again and underline the correct word.

Mrs Reese:

Good morning, students! Welcome to this **(Monday, special)** assembly. I am **(happy, sad)** to announce that some students are going on an **(exchange, new)** programme. They will **(attend, visit)** some **(old, famous)** countries.

Focus: Expressing views

1b. Where do you want to travel?

The students are excited about the trip. Their teacher tells them about famous countries like India, China, France, Brazil and Egypt. He asks them where they would like to go.

Karen

I want to go to India because I want to visit the Taj Mahal.

I want to go to China because I want to see the Great Wall.

Kim

Tell your friends which country you would like to visit. Say why you would like to visit that country.

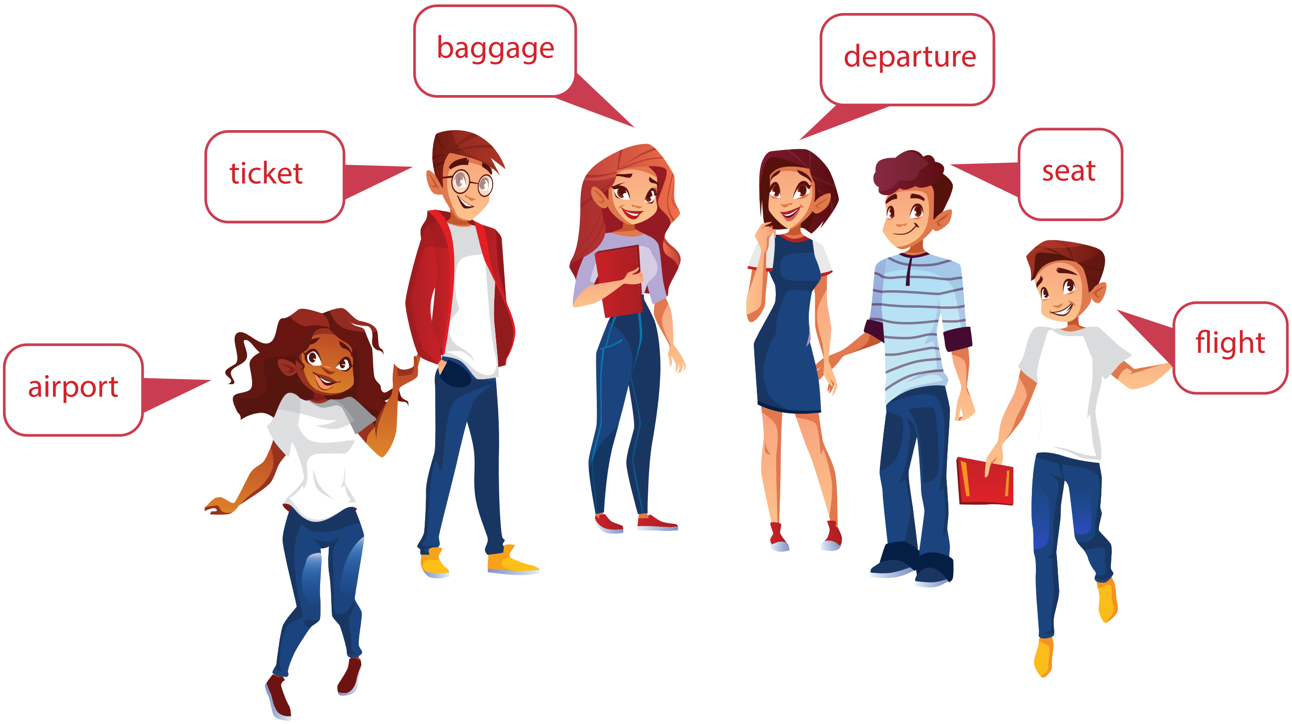
I want to go to ______________________________ because I want to visit ____.

You

ACTIVITY 2: The Vocabulary Chain Game

Focus: Vocabulary

2a. The students are playing a vocabulary game.



Follow the instructions to play the game with your friends.

- Form groups of 4, 5 or 6 students.
- Stand in a circle.
- One student says a word, e.g. ‘tourist’.
- The next student says a word that is related to the first word, e.g. ‘airport’.
- Continue the game until everyone has said a word.
- No word can be said twice.

Here are some words to help you start.

- Passport
- Airplane
- Explore
- Hotel
- Holiday

ACTIVITY 3: Learning about famous countries

Focus: Reading for information

3a. The teacher gives the students a travel brochure with information about the 5 countries they will visit.

Visit Famous Places Around The World

1. Brazil's Christ statue

This is a gigantic statue of Jesus. It is found on top of a mountain!

2. China's Great Wall

This is the longest wall in the world. It forms the border of China. It was built to protect China from enemies.

3. France's Eiffel Tower

This huge tower is made of iron. It is found in Paris.

4. India's Taj Mahal

It is made of white marble. Twenty-two thousand workers built it. It took twenty two years to build it.

5. Egypt's Pyramids

The pyramids of Giza are the tombs of pharaohs. They are found in the desert.

3b. Jane cannot understand some words in the brochure. Help her by ticking their meaning:

1. Enemies :

(a) people we like very much ☐

(b) people who want to harm us ☐

2. Tower:

(a) a very tall building ☐

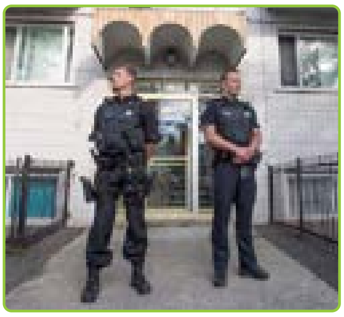
(b) a big garden ☐

3. Tomb:

(a) where dead people are buried ☐

(b) where we plant trees ☐

4. Protect:



(a) to guard ☐

(b) to make unsafe ☐

3c. Work in pairs and help Jane by answering True [T] or False [F].

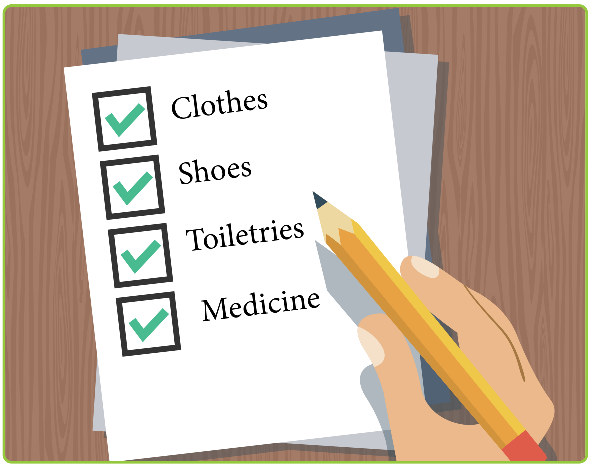
1. The statue of Jesus is on top of a mountain. ____________________
2. The Great Wall of China was built to attract tourists. ____________________
3. Big Ben Tower is found in France. ____________________
4. The Taj Mahal is in India. ____________________
5. The pyramids are on a beach. ____________________

ACTIVITY 4: Preparing for the trip

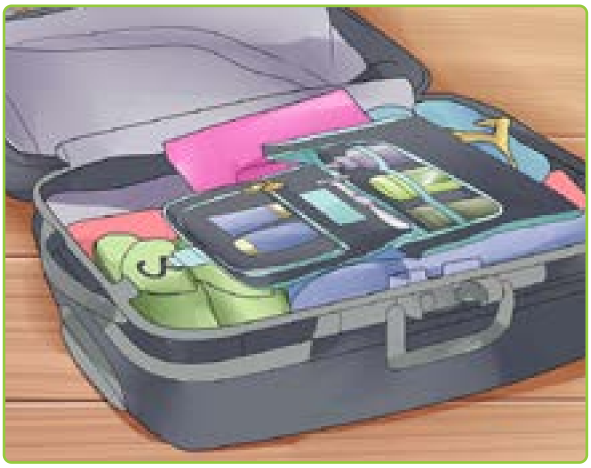
Focus: Adverbs of manner

4a. Mrs. Reese gives the students some instructions. Find the meanings of the words in the box and complete the instructions.

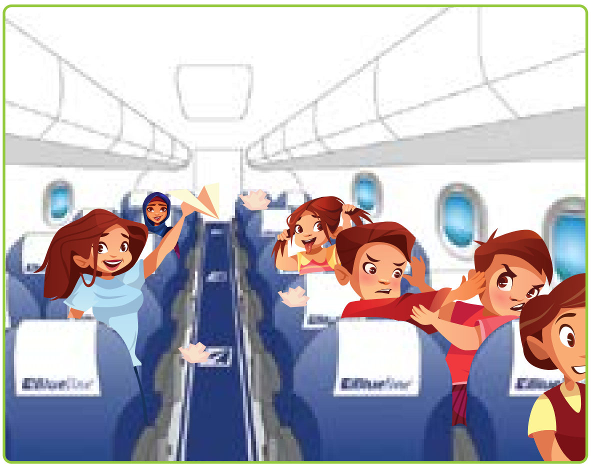
neatly	politely	slowly	badly	carefully	quickly



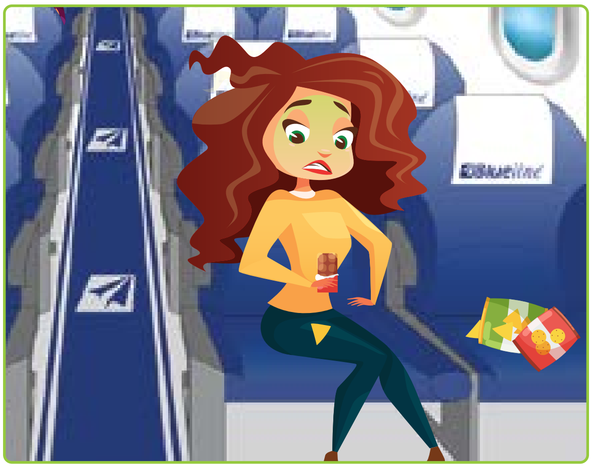
Read your list _________________________.



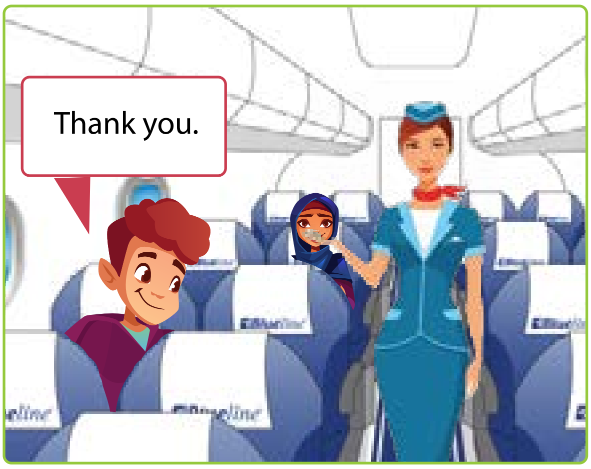
Pack your clothes ______________________.



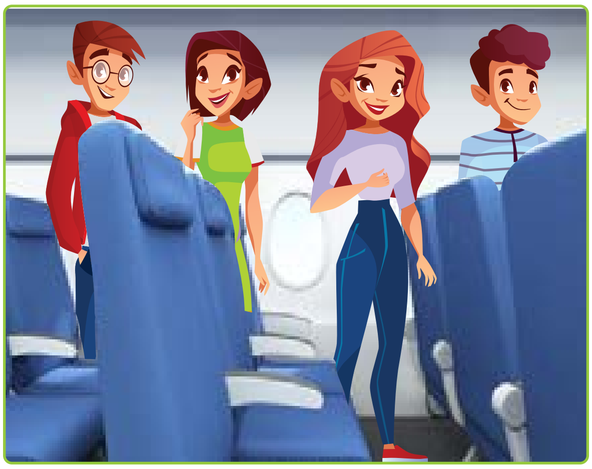
Do not behave _________________________.



Do not eat too _________________________.



Speak _________________________.



Walk out of the airplane __________________.

4b. Pretend you are Mrs. Reese and add two more instructions.

(i)

___

(ii)

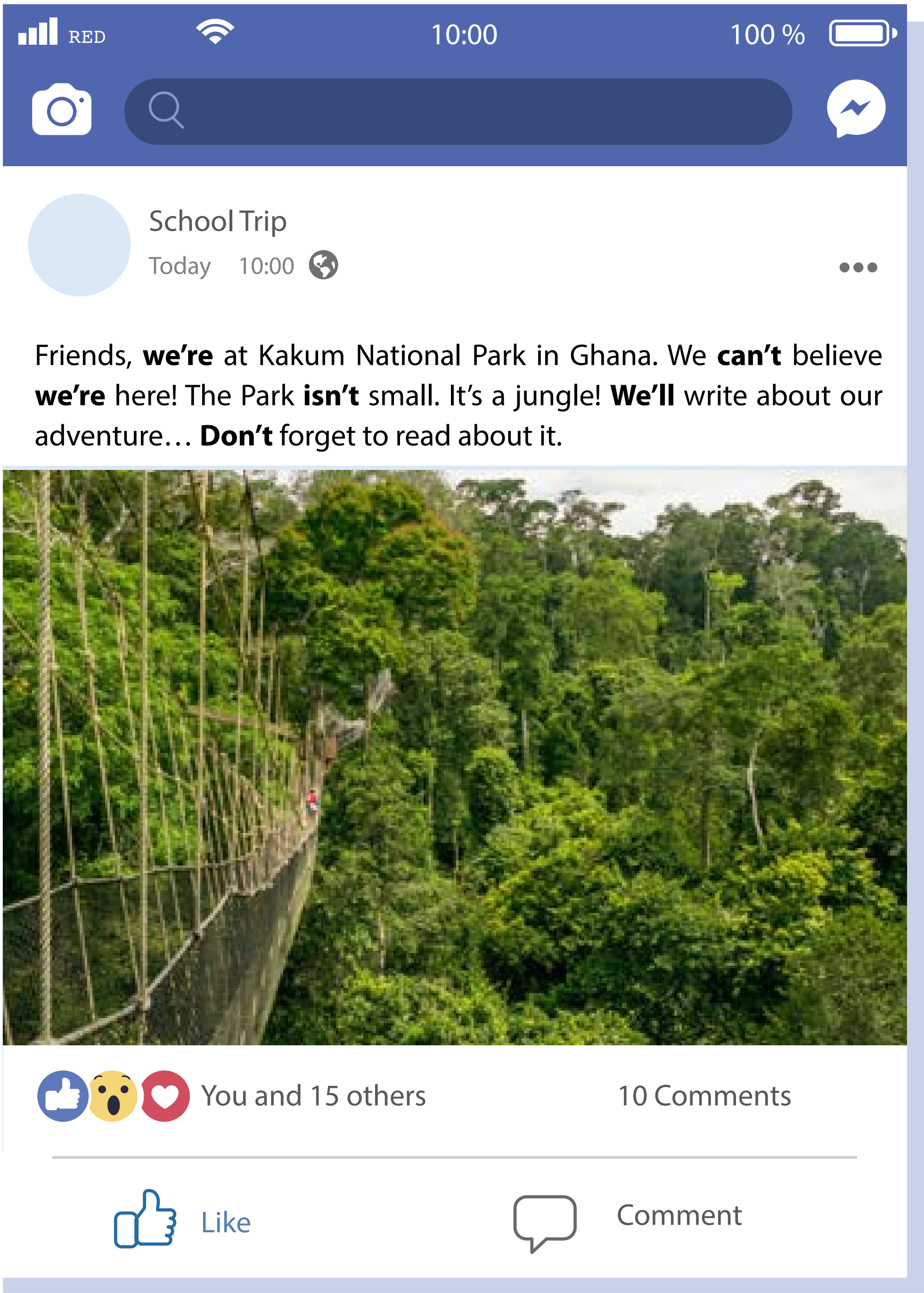
___

ACTIVITY 5: A trip to Ghana

Focus: Contracted forms

5a. The teacher talks about the Grade 9 students' trip to Ghana. The class reads the post.

Read the post with them and pay attention to the words in bold.


RED
10:00
100 %
School Trip
Today 10:00
You and 15 others
10 Comments
Like
Comment

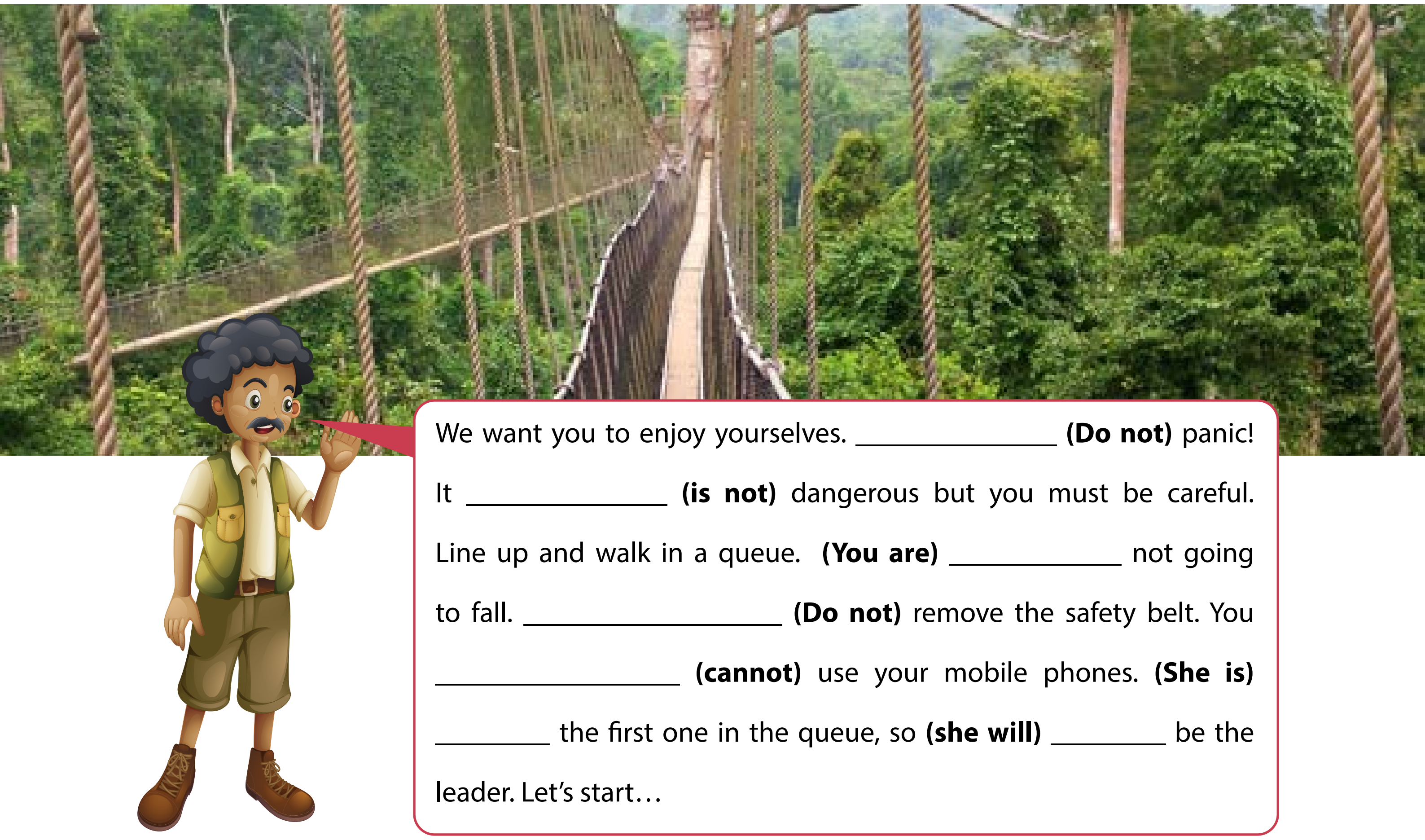
Friends, **we're** at Kakum National Park in Ghana. We **can't** believe **we're** here! The Park **isn't** small. It's a jungle! **We'll** write about our adventure… **Don't** forget to read about it.

Now, match the correct pairs. An example is given.

she will	I'm
I am	you're
you are	don't
she is	doesn't
do not	she'll
does not	didn't
cannot	won't
will not	she's
did not	can't
is not	isn't

5b. Kakum National Park is famous for the Canopy Walk. The students were excited about crossing the bridge. A guide gave them important advice before the walk.

Fill in the blanks using the short form of the words in brackets.



We want you to enjoy yourselves. _______________ **(Do not)** panic! It _______________ **(is not)** dangerous but you must be careful. Line up and walk in a queue. **(You are)** _____________ not going to fall. ___________________ **(Do not)** remove the safety belt. You __________________ **(cannot)** use your mobile phones. **(She is)** _________ the first one in the queue, so **(she will)** _________ be the leader. Let's start…

ACTIVITY 6: Planning for the trip

Focus: Use of personal pronouns and pronouns as objects

6a. Fill in the blanks with another word without changing the meaning of the sentence.

Here is an example:

The students are going on a trip. They are going on a trip.

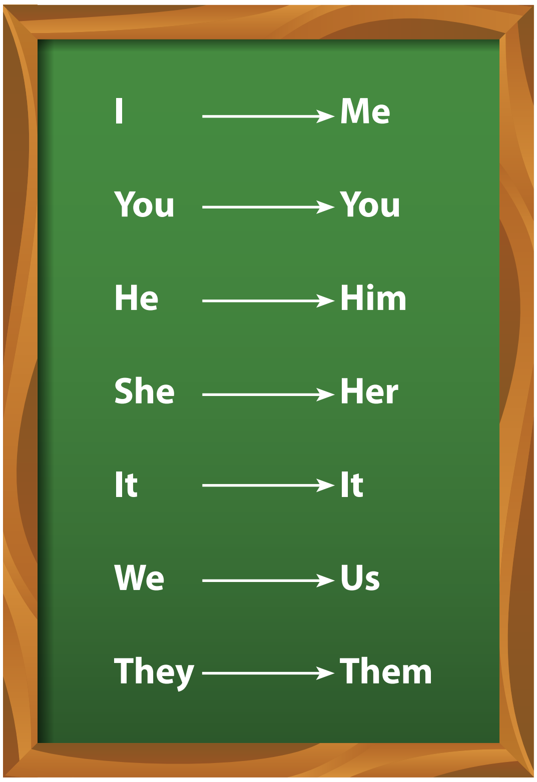
1. Hannah is going to France. _______________ is going to France.
2. Kendji has a new camera. _______________ has a new camera.
3. The dog will miss David. _______________ will miss David.
4. Vanessa and I are excited. _______________ are excited.
5. The parents are worried. _______________ are worried.

6b. Examine the sentences and observe the change in the second one.

Priscilla lost **her bag** at the airport.

Priscilla lost **it** at the airport.

Read the board carefully and choose the correct words to complete the sentences below.



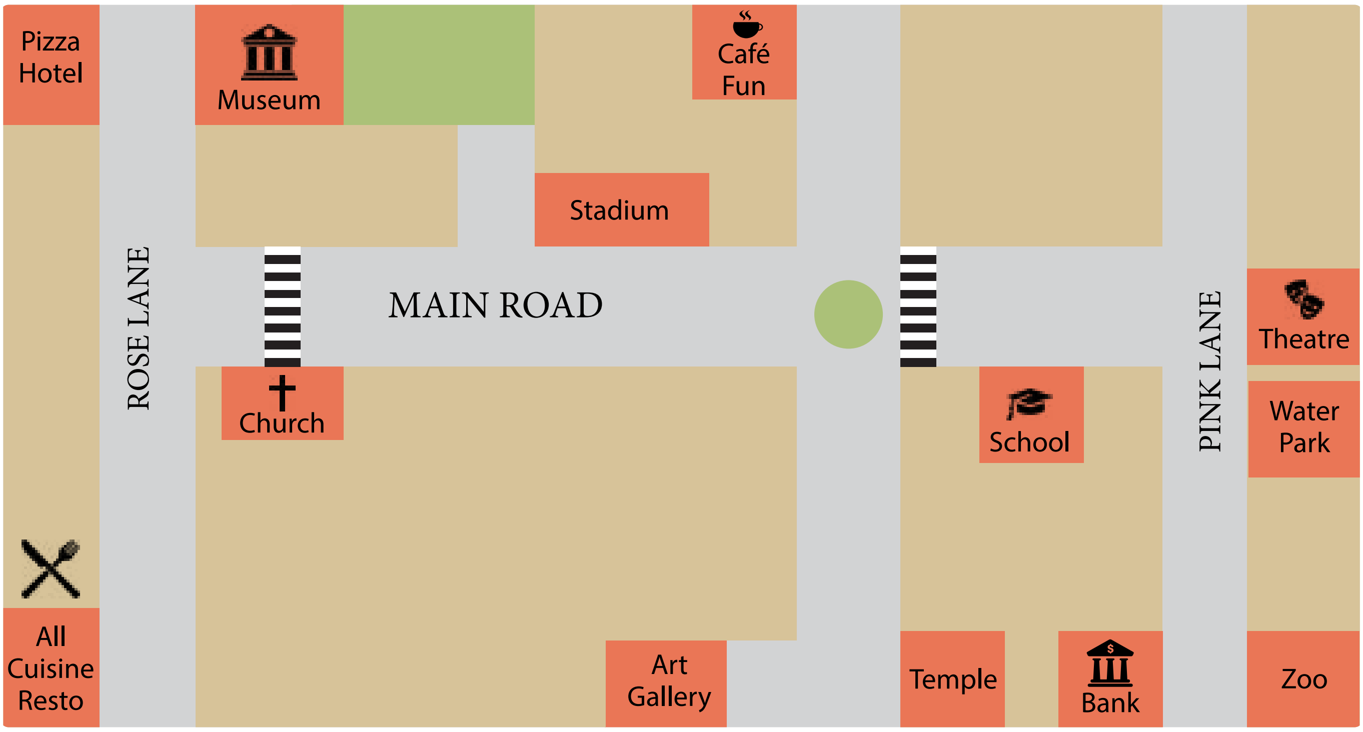
I → Me
You → You
He → Him
She → Her
It → It
We → Us
They → Them

1. Rehaan tells **David** about his plans. Rehaan tells ______________ (him/her) about his plans.
2. Hannah will send **Pricilla** a post card. Hannah will send _______________ (him/her) a post card.
3. Vanessa will bring a gift for **her parents**. Vanessa will bring a gift for __________________ (us/them).
4. Shane will often phone **Jessica and I**. Shane will often phone _____________ (us/them).
5. Joy tells **Jane**, "I will sit beside ______________ (you/me) in the airplane."
6. **The teacher** tells the students, "You must give _____________ (you/me) your telephone numbers."

ACTIVITY 7: Kendji visits India

Focus: Giving /following directions

Kendji wants to visit different places in the city. He uses a map to find out where the places are.


Pizza Hotel
Museum
Café Fun
Stadium
MAIN ROAD
ROSE LANE
PINK LANE
Theatre
Water Park
Church
School
All Cuisine Resto
Art Gallery
Temple
Bank
Zoo

7a. Visit India with Kendji

Follow the directions and say where you reach.

i. You are at the Pizza Hotel. Walk down to the main road. Turn left and cross the road at the pedestrian crossing. You have reached the ______________________________.

ii. You leave the Art Gallery. Turn left and walk to the roundabout. Cross the main road. Walk straight ahead till the end of the road. You will arrive at ___________________________.

iii. From the school, turn right and walk to Pink Lane. Turn right again and walk to the bank. Opposite the bank you will see the _____________________________.

iv. You are at the stadium. Turn left and walk straight ahead till you reach Pink Lane. You will be in front of the __________________________. Next to it you will find the ________________________.

7b. Kendji gets lost. He asks someone to help him.

All Cuisine
RESTAURANT

Use the map on page 61 and, in groups, complete the conversation using words from the box. Some words can be used more than once. You can then enact the scene.

straight ahead	opposite	right

Kendji is at All Cuisine Restaurant.

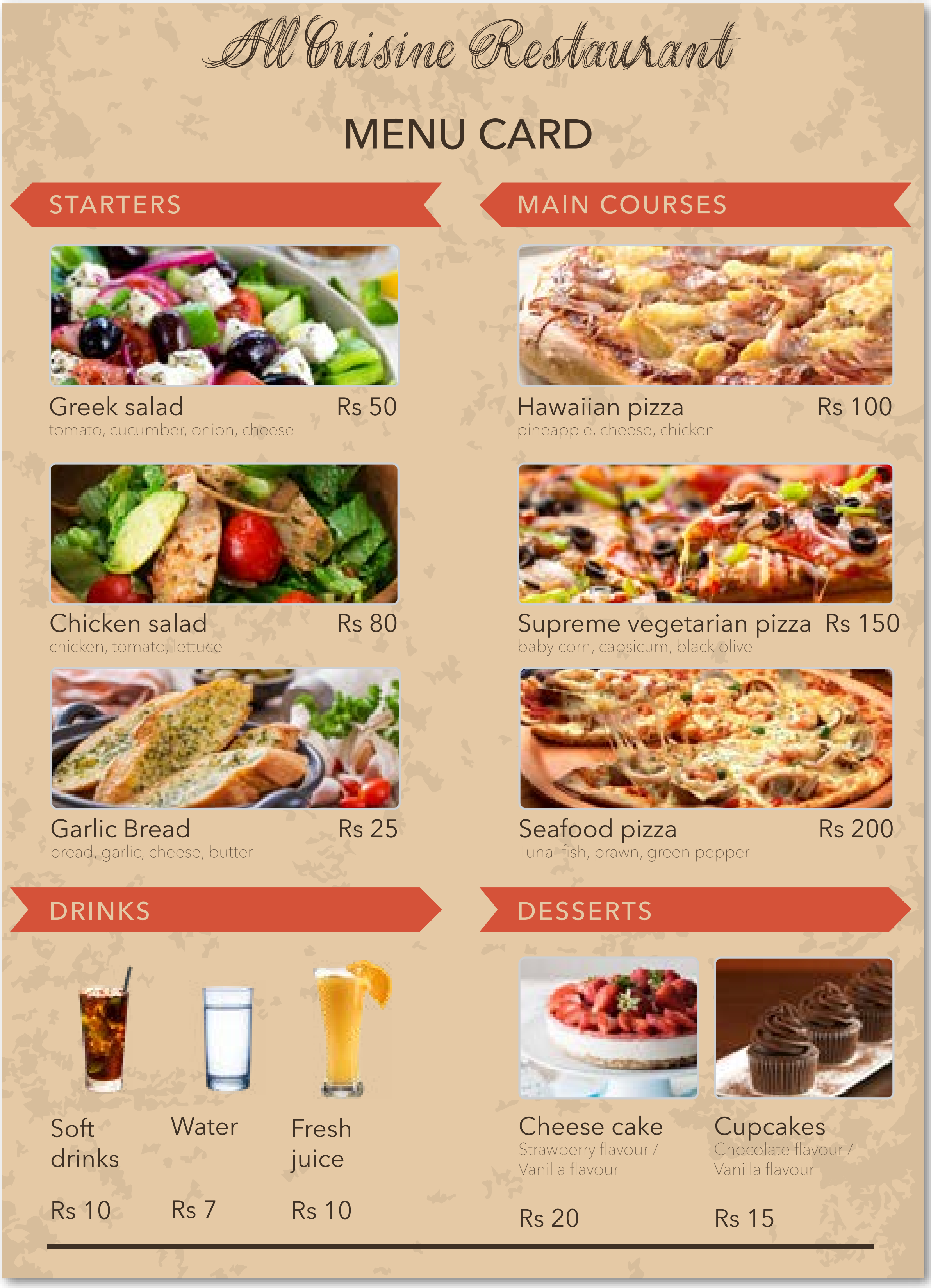
Kendji: Excuse me! What is the way to the Art Gallery?

Woman: From Rose Lane, turn ________________ into the Main Road. Walk ____________________ to the roundabout. Turn ____________________ again and walk to the end of the road. The Art Gallery will be to your _______________, __________________ the Temple.

ACTIVITY 8: Ordering food at the restaurant

Focus: Reading a menu card and ordering food

Joy is at All Cuisine Restaurant. He is really hungry. Read the menu card with him.



All Cuisine Restaurant

MENU CARD

STARTERS

Item	Description	Price
Greek salad	tomato, cucumber, onion, cheese	Rs 50
Chicken salad	chicken, tomato, lettuce	Rs 80
Garlic Bread	bread, garlic, cheese, butter	Rs 25

MAIN COURSES

Item	Description	Price
Hawaiian pizza	pineapple, cheese, chicken	Rs 100
Supreme vegetarian pizza	baby corn, capsicum, black olive	Rs 150
Seafood pizza	Tuna fish, prawn, green pepper	Rs 200

DRINKS

Item	Price
Soft drinks	Rs 10
Water	Rs 7
Fresh juice	Rs 10

DESSERTS

Item	Description	Price
Cheese cake	Strawberry flavour / Vanilla flavour	Rs 20
Cupcakes	Chocolate flavour / Vanilla flavour	Rs 15

8a. Joy is ordering his meal. In pairs, read the conversation and enact the scene.

Waiter: Good morning. What would you like to order?

Joy: Good morning. I'd like to have a chicken salad and a Hawaiian pizza.

Waiter: Any dessert?

Joy: I'll have a cupcake.

Waiter: Which flavour would you like?

Joy: Vanilla flavour, please.

Waiter: Will you have anything to drink, Sir?

Joy: Yes, I'll have a bottle of water. That's all. Thank you.

8b. Work in pairs and enact the scene. Fill in the blanks with food items you would like to have.

Waiter: Good morning. What would you like to order?

Joy: Good morning. I'd like to have ______________________________.

Waiter: Any dessert?

Joy: I'll have a _________________________.

Waiter: Which flavour would you like?

Joy: _________________________, please.

Waiter: Will you have anything to drink, Sir?

Joy: Yes, I'll have ______________________________________.

ACTIVITY 9: Calling home

Focus: Present Continuous Tense in the negative and interrogative forms

The students miss their parents. They phone them and talk about their trip. Complete the conversations. An example is given.

Parents: Is it raining (to rain) in France?

Shane: No, it is not raining (to rain). The sun is shining.

Parents: _________ you _____________ (to walk) on the wall now?

Hannah: No, I _____________not ______________ (to walk) now. I am at the hotel.

Parents: _________ you _____________ (to look) at the statue now?

Jessica: No, I _____________not ______________ (to look) at the statue now. I am having lunch.

Parents: _________ you _____________ (to take) photos?

Vanessa: No, I ____________ not ______________ (to take) photos. I am resting.

Parents: _________ you _____________ (to walk) to The Pyramids?

Joy: No, I _____________ not ______________ (to walk) to The Pyramids. We are going by bus.

ACTIVITY 10: Where are the sunglasses?

Focus: Prepositions of place and time (at – on – in – under – behind)

David cannot find his sunglasses. His friend Rahul helps him find them.

Rahul: I'll help you.

David: I am looking **in** the bathroom.

Rahul: There's something **under** your bed. No! It's a dirty sock.

David: Let's look **behind** the T.V.

Rahul: When was the last time you saw them?

David: When I woke up **at** seven o'clock.

Rahul: Hahaha! Look! They are **on** your head.

LET'S PLAY

Play the game with a friend and find out what Rahul and David are talking about.

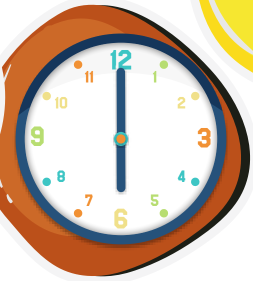
You will need dice and counters.

How to play:

- Place your counter on " START ".
- Take turns to roll the dice. Move your counter forward the number of spaces shown on the dice.
- The first player to "FINISH" is the winner.
- Have fun!

START

At what time did you wake up?
I woke up …

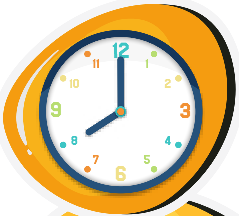


Where did you have breakfast?
I had breakfast …

When did you come to India?
I came …

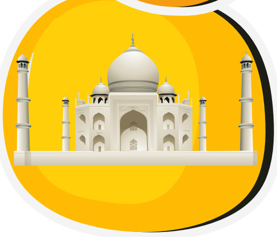
MISS A TURN

At what time will you leave?
I will leave …



Where will you have lunch?
I will have lunch...

Where are you going today?
I am going …

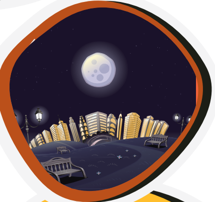


Where is your suitcase?
My suitcase is …

MISS A TURN

Where are your friends?
My friends are …

When will you be back?
I will be back …



FINISH

ACTIVITY 11: Sending postcards home

Focus: Producing a simple text

You go to France and visit the Eiffel Tower. Write a postcard to your parents to tell them:

- **(a) How happy you are.**
- **(b) That you went to the top of the Eiffel Tower.**
- **(c) That you saw the whole city from above.**

Date ________________

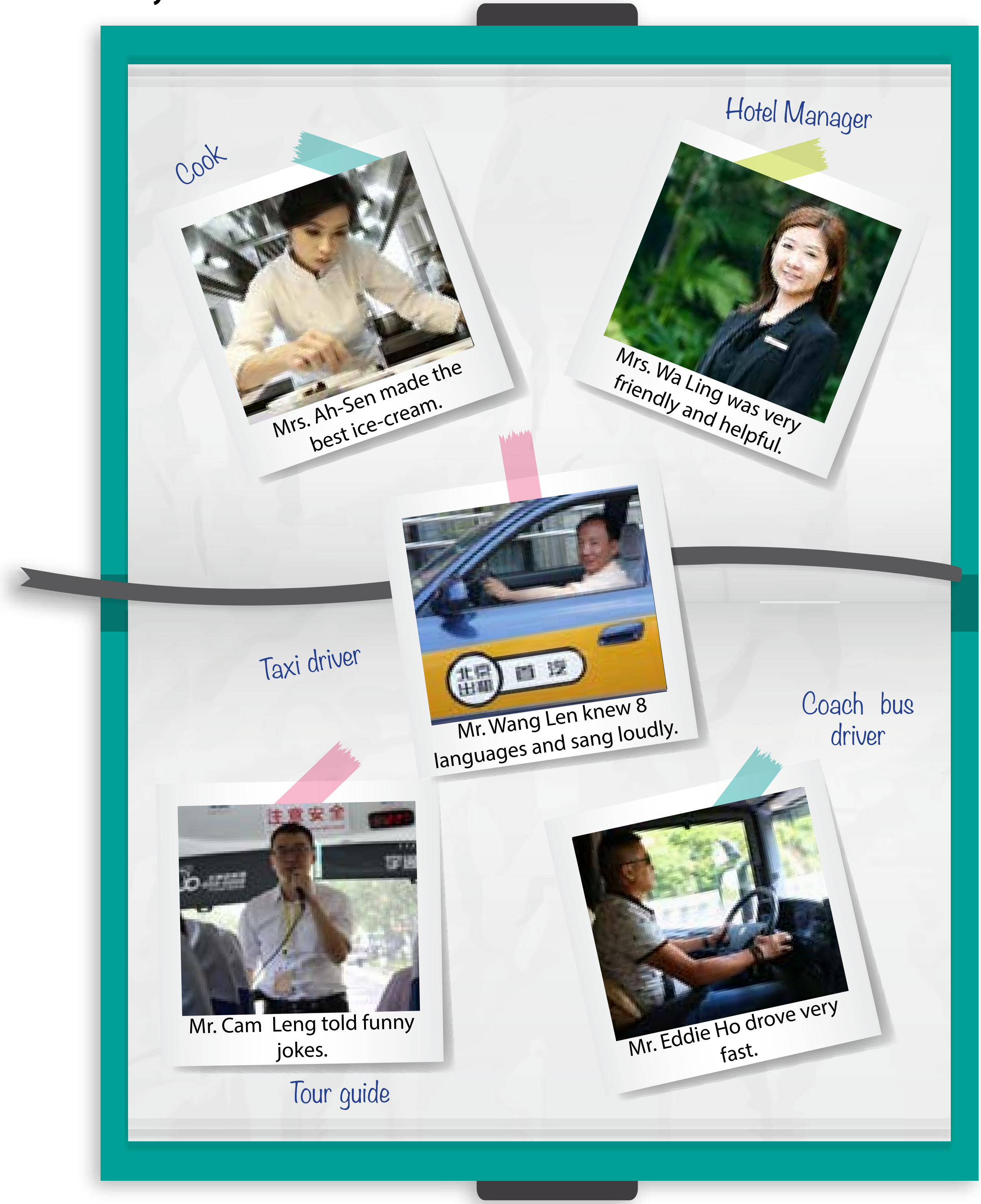
Dear ________________

FRANCE
€
TOUR EIFFEL - PARIS

ACTIVITY 12: Shane's scrapbook

Focus: Vocabulary related to occupations

12a. Shane met many people in China. This is his scrapbook of people and the jobs they did.


Cook
Hotel Manager
Taxi driver
Coach bus driver
Tour guide

Mrs. Ah-Sen made the best ice-cream.

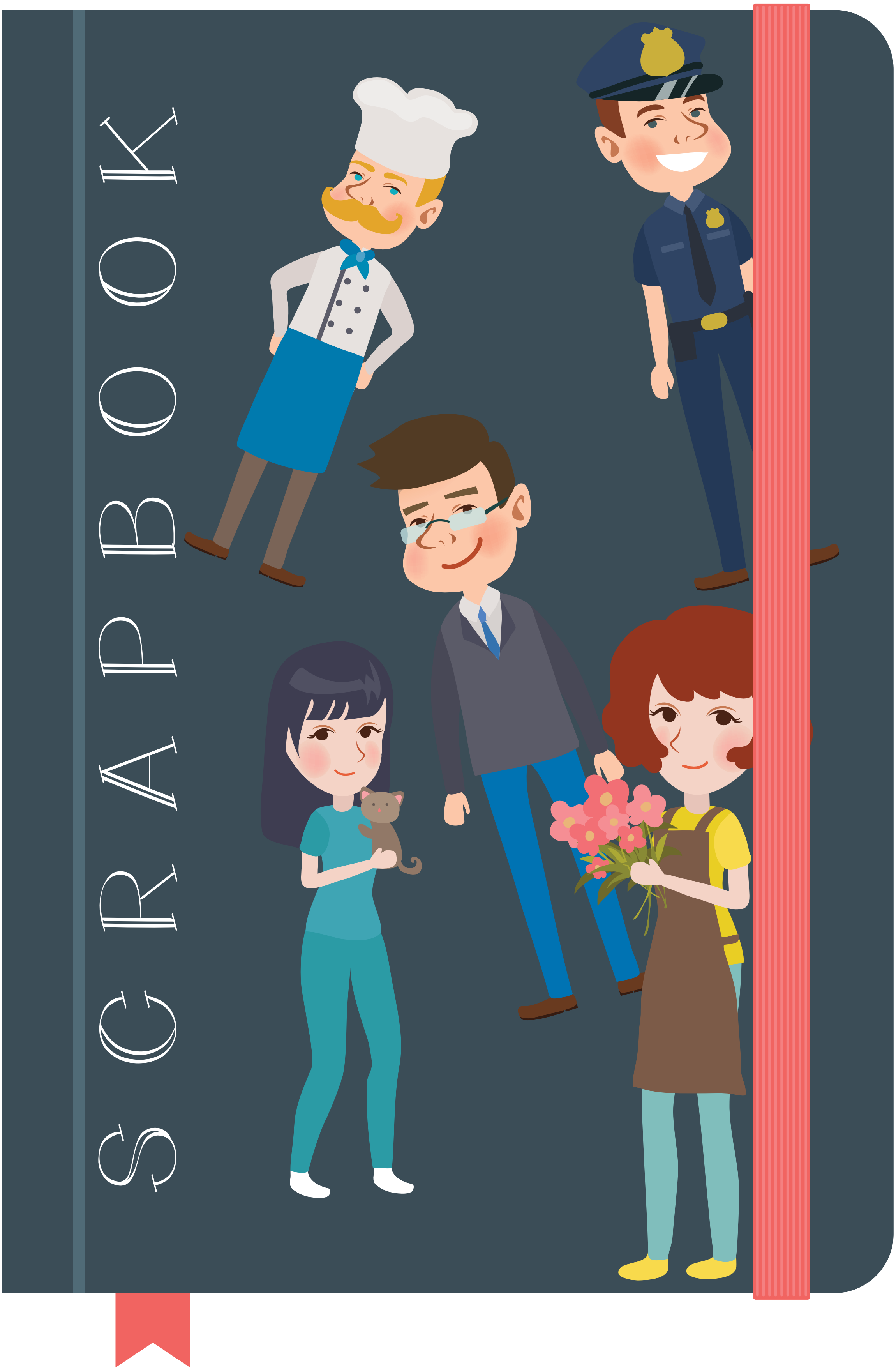
Mrs. Wa Ling was very friendly and helpful.

Mr. Wang Len knew 8 languages and sang loudly.

Mr. Cam Leng told funny jokes.

Mr. Eddie Ho drove very fast.

12b. Make a scrapbook showing people with different jobs.



ACTIVITY 13: Tongue Twister Challenge!

Focus: /l/, /s/, /t/, /ʃ/, /w/

Say the following as fast as you can!

- Red lorry, yellow lorry, red lorry, yellow lorry.
- Some sharks saw a shoal of fish.
- Two trains took two trucks on a tortuous tour to the Eiffel Tower.
- Whether the weather is warm, whether the weather is hot, we have to put up with the weather.

Unit 4

The World of Teens

Activity 1:	Listening: Young Entrepreneur Award
Activity 2:	Speaking: Becoming an Entrepreneur
Activity 3:	Reading for Information: Taking risks
Activity 4:	Writing Sentences: Conjunctions [and & but]
Activity 5:	This, That, These, Those
Activity 6:	Possessive Pronouns
Activity 7:	Article: No Articles
Activity 8:	Verb: Past Continuous Tense
Activity 9:	Subject – Verb Agreement
Activity 10:	Pronunciation Tongue twisters: /h/, /m/, /n/, /s/

ACTIVITY 1: Young Entrepreneur Award

Focus: Listen for specific information

The Grade 8 students have won the Young Entrepreneur Award. Listen to the team leader's speech.

1a. Listen carefully to the text and fill in the blanks.

My name is Thomas and I am in Grade ________. Last term, my friends and I planted our __________. Mr. Ram taught us how to ________ coriander and lettuce. The Rector gave us the __________ and materials. We worked very ________. We ________________ the plants and looked out for snails every day. Last week, we started ________________ the lettuce and coriander. We were very ________________. We got ______ thousand rupees.

ACTIVITY 2: Becoming an entrepreneur

Focus: Speaking using grammatically correct sentences

You plan to start a small business. Use the questions and prepare a mini presentation about your business plan. Work in groups.

What business do you want to do?

We want to ____

____

____

What materials will you need?

We will need ____

____

____

What will you do to make your business successful?

We have to ____

____

____

ACTIVITY 3: Taking risks

Focus: Reading for information

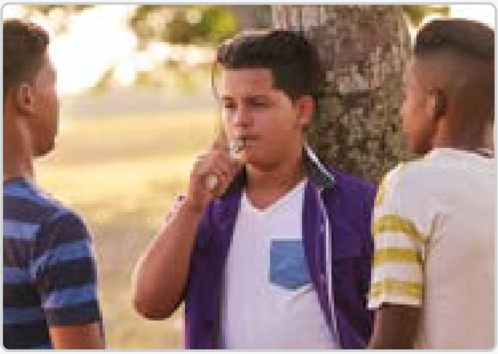
3a. Shirley wrote an article about risks that some teenagers take. Read it carefully.

Mag | Article

Teenagers are adventurous. They want to be independent and discover new things. Sometimes this can be dangerous.

Teenagers listen to music on their phones. They do not pay attention to the traffic. They can have an accident.

Some teenagers run away from school to smoke and drink alcohol. They can get serious health problems. Some can also be caught by the police.



Teenagers must be careful about the risks they take. They must behave in a responsible manner.

Written by : Shirley (Grade 8)

3b. Underline the sentence in the article that has the same meaning as the following:

1. Teenagers like to do exciting things.

____

2. Teenagers can have accidents because they are careless on the road.

____

3. Smoking and drinking are bad for health.

____

4. Smoking and drinking are illegal for teenagers.

____

3c. Share your ideas:

(i) Name two more activities that are risky for teenagers.

(ii) Do you agree that teenagers should be more responsible? Why?

ACTIVITY 4: Likes and dislikes

Focus: Using conjunctions to combine sentences

Shirley and Joshua talk about what teenagers like and dislike. Read the sentences and observe the use of 'and' and 'but'.

I like cakes **and** milkshake.

I love barbecues **but** do not like curry.

My friends enjoy playing scrabble **and** doing crossword puzzles.

My brothers like playing football **but** dislike volleyball.

We use 'and' & 'but' to join two sentences.

4a. Study the sentences in the table.

I **like** cakes. I **like** coffee.	I like cakes **and** coffee.
I **love** barbecues. I **do not like** curry.	I love barbecues **but** do not like curry.
My friends **enjoy** playing scrabble. My friends **enjoy** doing crossword puzzles.	My friends enjoy playing scrabble **and** doing crossword puzzles.
My brothers **like** playing football. My brothers **dislike** volleyball.	My brothers like playing football **but** dislike volleyball.

4b. Play the chain game

Take turns to name two things you like and two things you dislike. Remember to use 'and' and 'but' in your sentences.

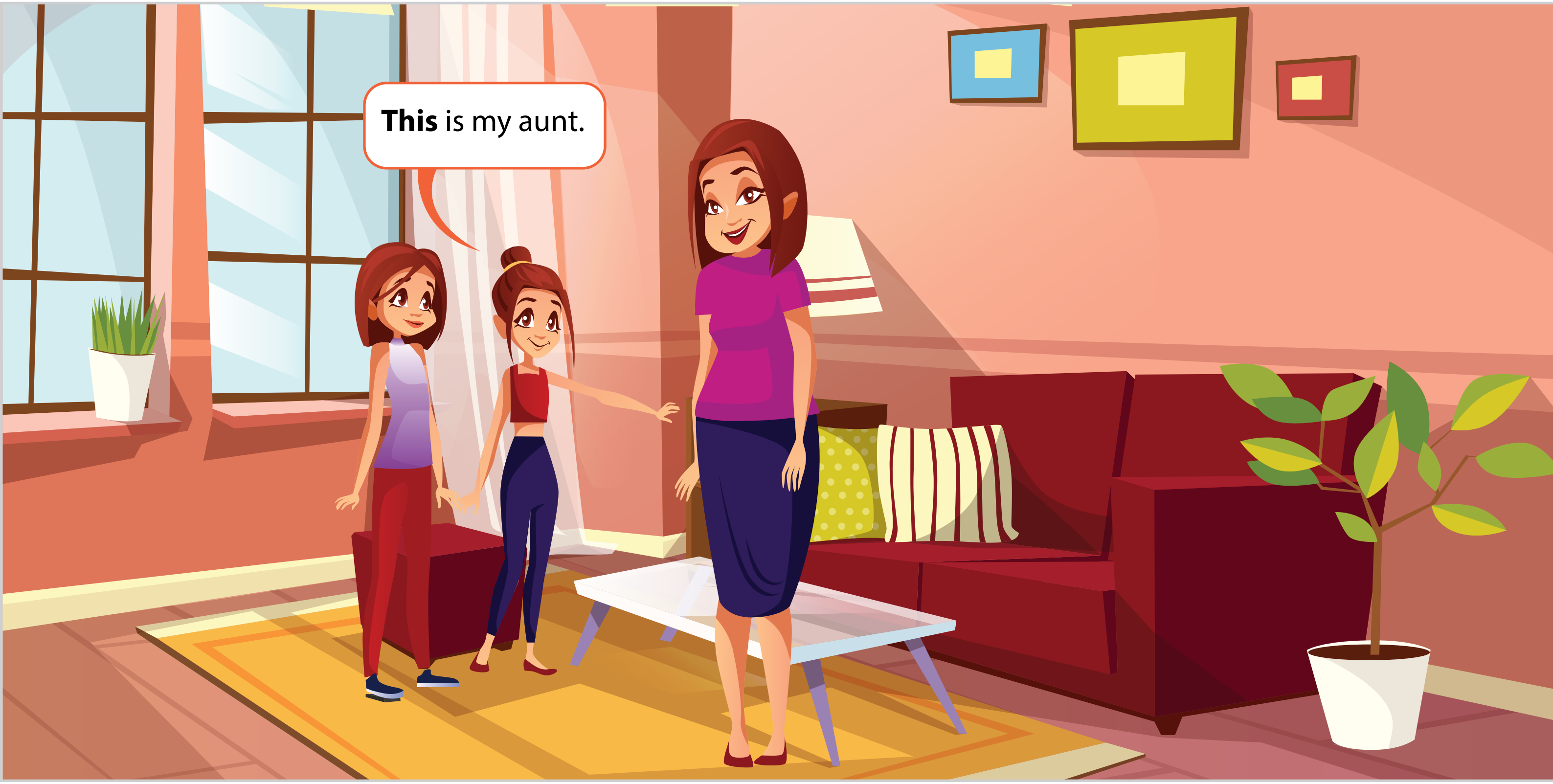
I like ______________________________ and ______________________________.

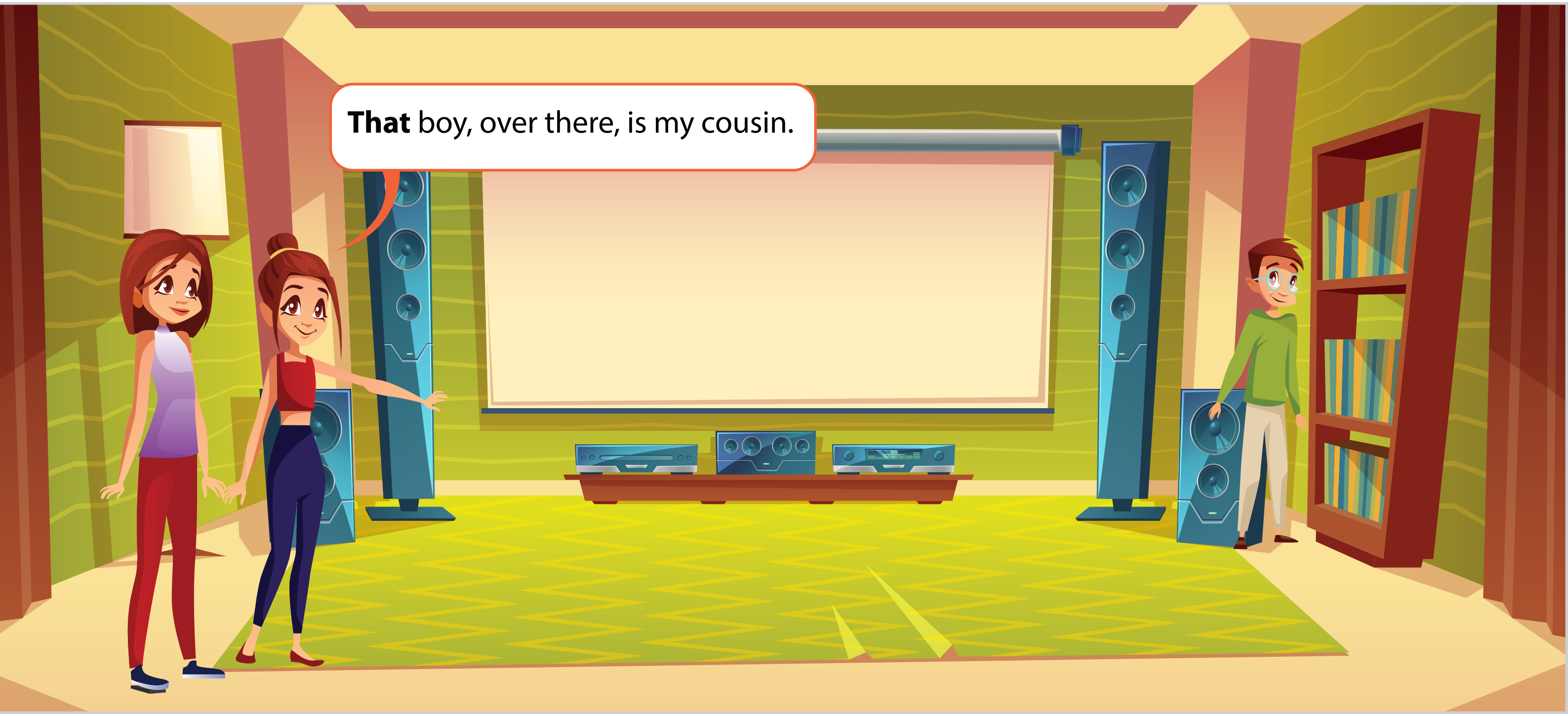
I like ______________________________ but I don't like ______________________________.

ACTIVITY 5: At the party

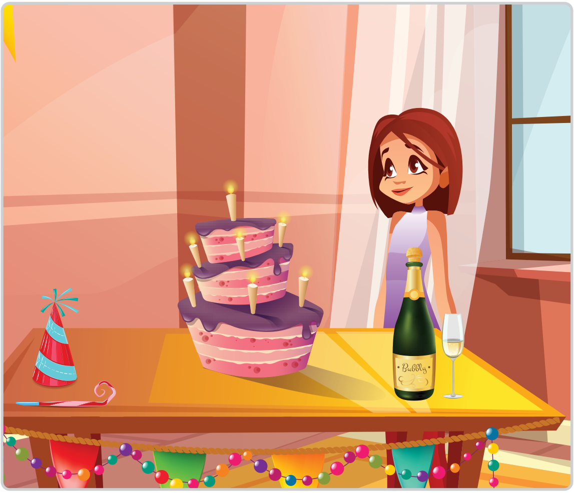
Focus: This, That, These, Those.

Kathy welcomes Divya to her party. She introduces her to her relatives.

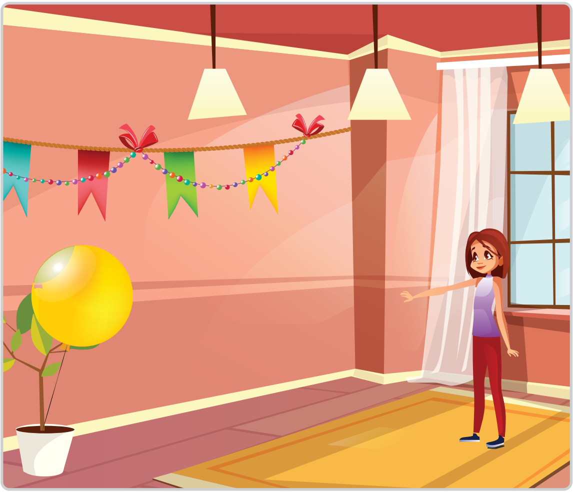

This is my aunt.


That boy, over there, is my cousin.

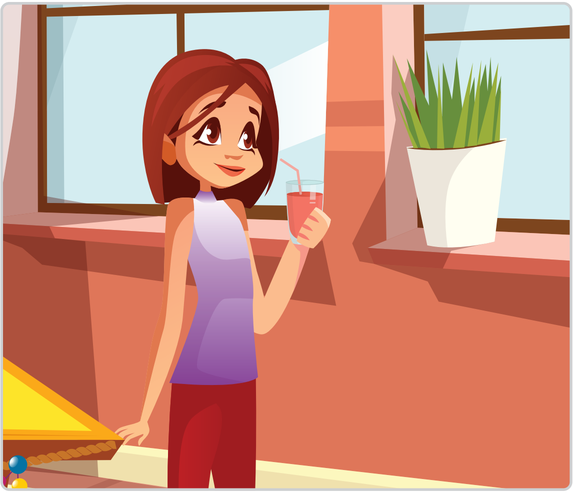
5a. **Divya is excited to be at the party. Fill in the blanks with 'this' or 'that'.**

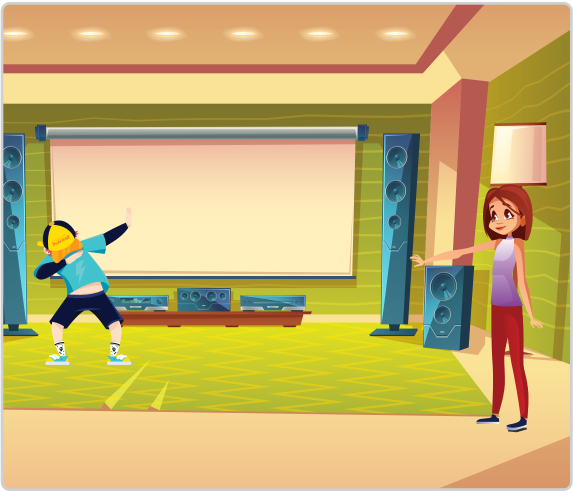


________________ cake looks tasty!



________________ balloon is big!

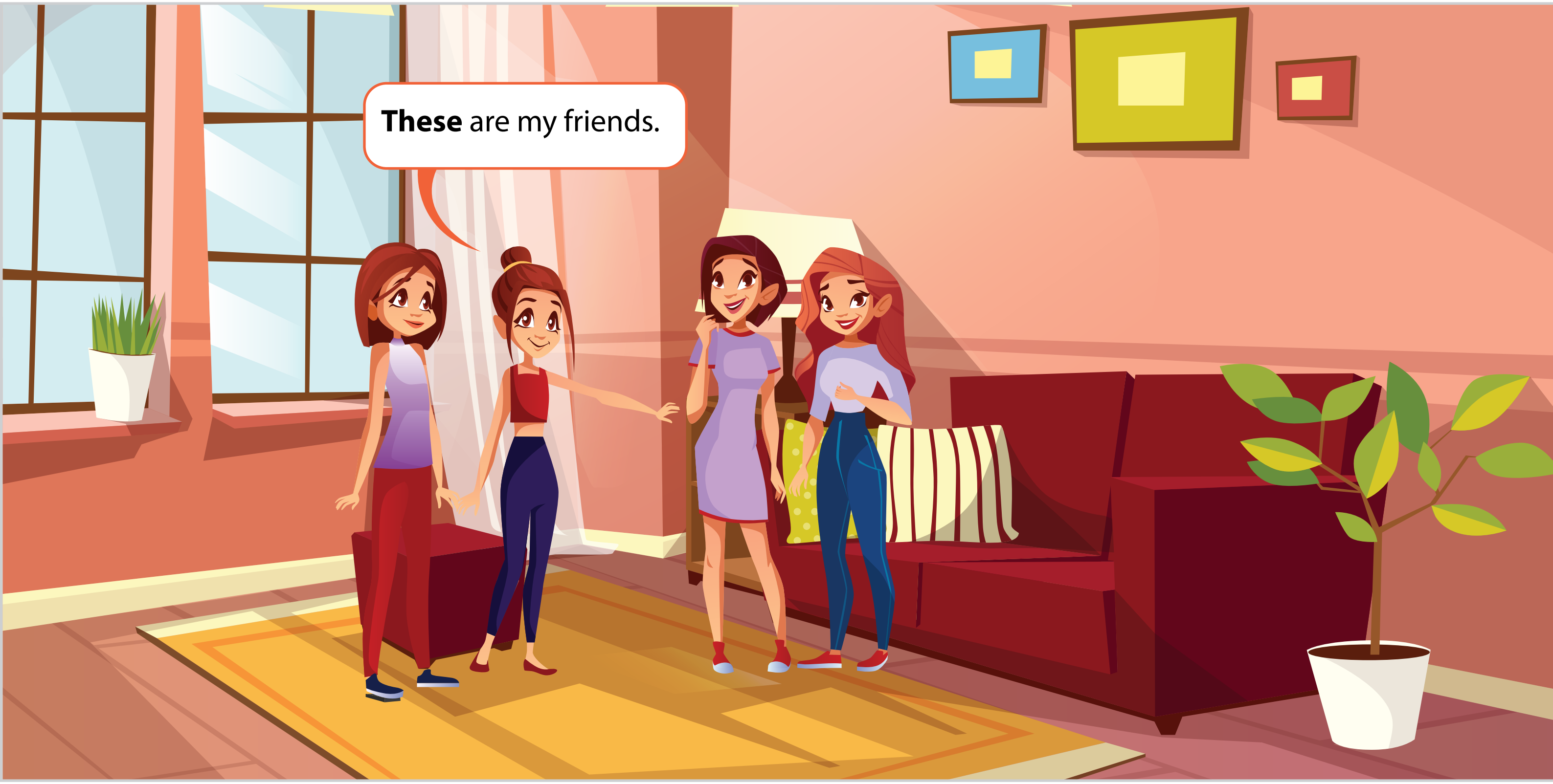


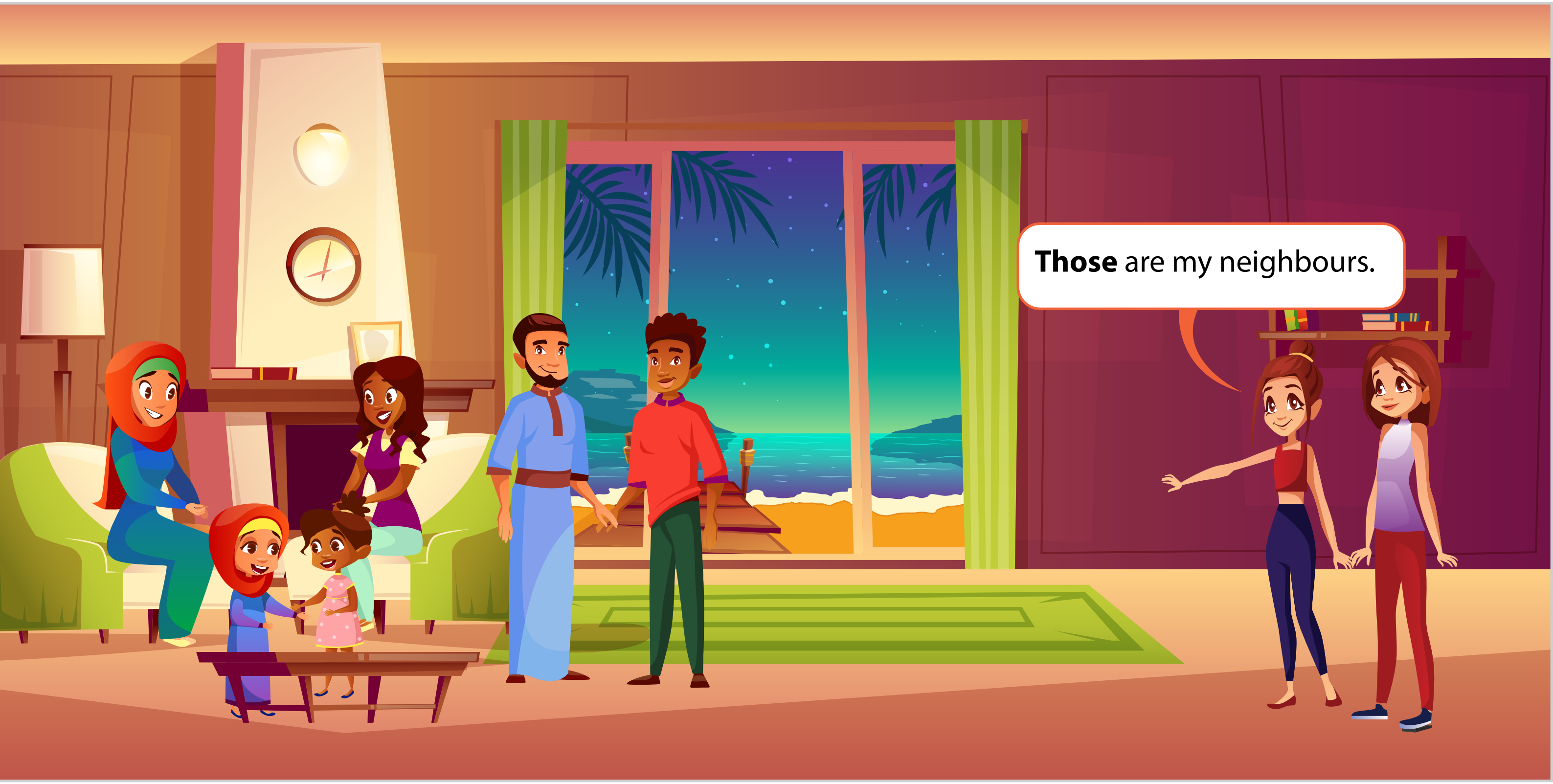


________________ juice is very good!

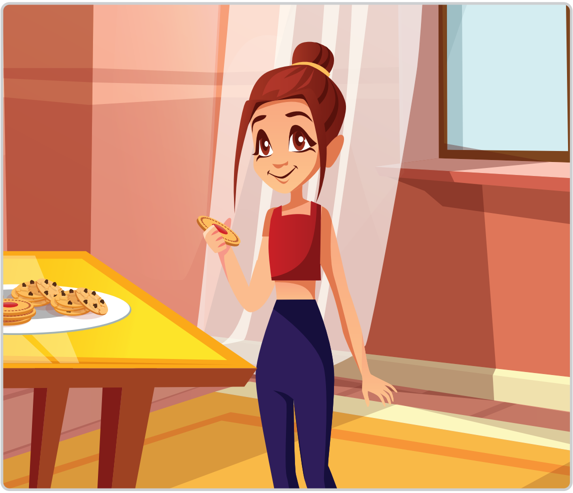
________________ boy is dancing well.

Kathy tells Divya about other guests.

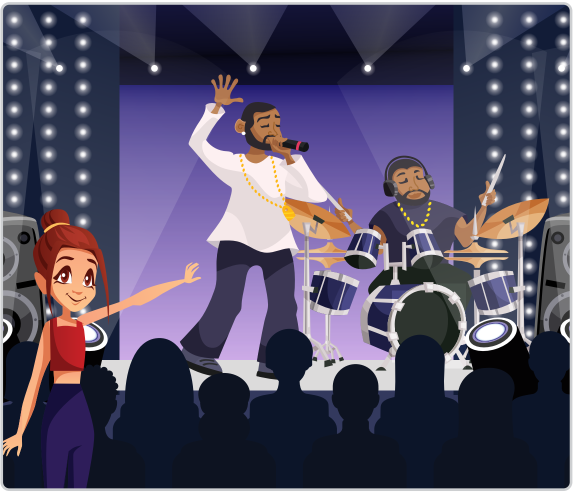

These are my friends.


Those are my neighbours.

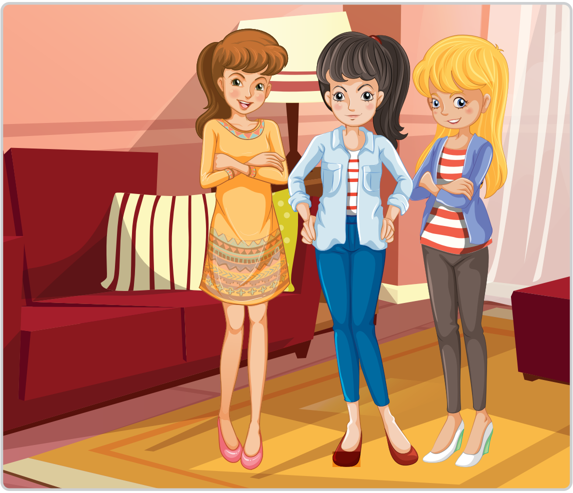
5b. Observe the pictures and complete the sentences with 'these' or 'those'.



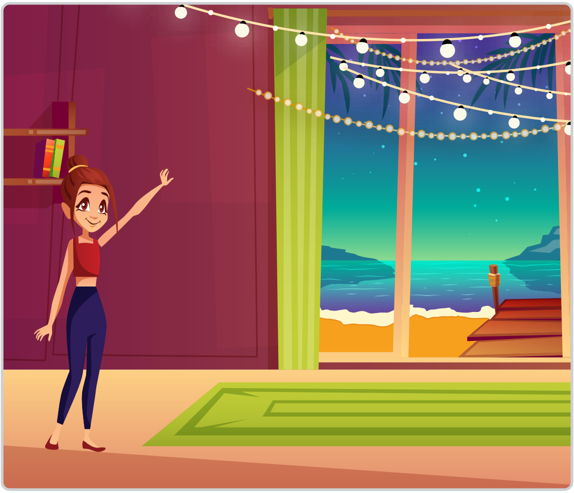
(i) __________________ snacks are nice.



(ii) __________________ musicians play well!



(iii) __________________ are my cousins.



(iv) I like __________________ lights.

5c. Catch the ball

When you catch the ball, you must say a sentence about something in the classroom using 'this, that, these, those'. Examples:

- This is my table.
- That is our teacher.
- These are my pens.

ACTIVITY 6: Working on a project

Focus: Possessive Pronouns

6a. Mara and Leena have to work on their school project. Read their conversation.

Mara

Come to my place on Saturday. We will work on our project.

Ours must be the best. Last time, Jennifer's project got the first prize. **Hers** was the best.

Leena

Rajiv and Ayaan have completed their project. Rajiv says **theirs** is very good.

I need a red marker. Can I use **yours**? **Mine** is broken.

I've lost **mine**. My brother will lend us **his**.

For me	Yours
For you	Mine
For him	Theirs
For her	Ours
For it	His
For us	Hers
For them	Its

6b. Pair up and fill in the blanks with the correct words. Read the conversation aloud.

Leena: This pen is ________ (for you). You had lent it to me.

Mara: Oh! I had forgotten it was ______________________ (for me).

Leena: This is a photo of my cousin. She lives in Singapore. I like her uniform. _______________ (For us) is not nice.

Mara: That's true. __________________ (For her) is smart.

Leena: Look at her brother's uniform. _______________ (For him) is smart too.

Mara: Look at that car. Is it your parents' car?

Leena: Yes, it's __________________ (for them). They have come back from the market.

Mara: Let's continue our work now.

ACTIVITY 7: Learning about each other

Focus: Nouns with no article

1. We usually use no article to talk about things in general.

   __Teenagers__ are worried about __examinations__.

2. We do not use an article when talking about sports and games.

   My friend plays __football__.

   __Tennis__ is expensive.

3. We do not use an article before the names of some countries.

   Japan

   France

   England

4. We do not use an article before a language name.

   We are learning __English__.

5. We do not use an article before the names of meals.

   I have __breakfast__ at eight every morning.

   We have __lunch__ in the afternoon.

Kevin and Kavita have just met. Pair up with a friend and enact their conversation. Choose the correct answer from the brackets.

Kevin: Have you travelled abroad?

Kavita: Yes, I have travelled to ______________________ **(France – the France)**. What about you?

Kevin: I went to ________________________ **(an England – England)**. What is your favourite sport?

Kavita: I like ________________________ **(football – a football)**.

Kevin: I play ________________________ **(tennis – the tennis)**.

Kavita: What languages do you speak?

Kevin: I speak ____. **(a Creole and the French – Creole and French)**.

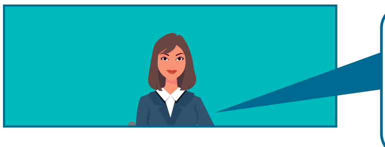
Kavita: Did you have ________________________ **(dinner – a dinner)**?

Kevin: No. I haven't eaten since ________________________ **(the lunch – lunch)**.

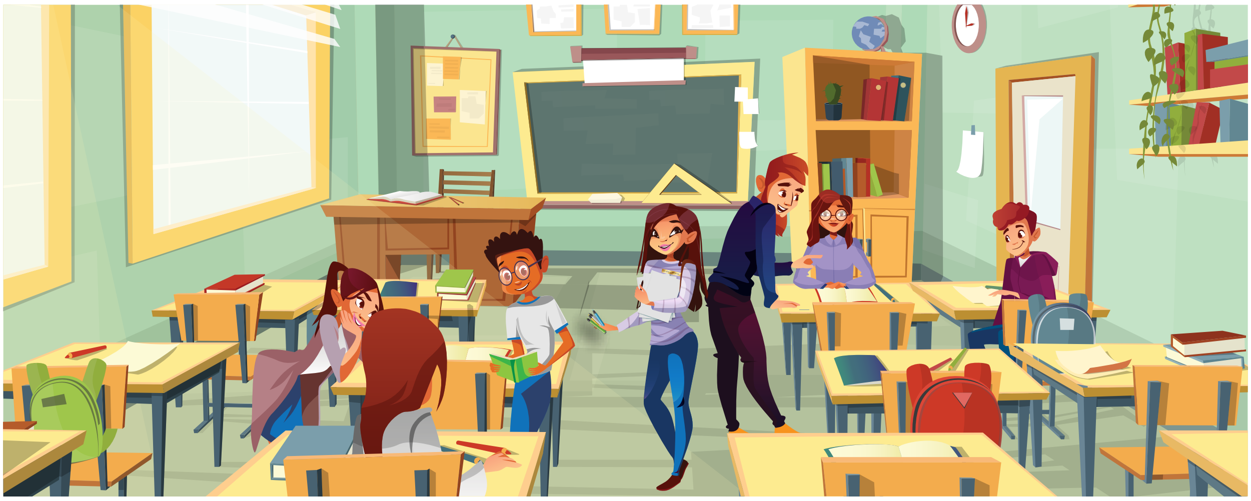
ACTIVITY 8: In the classroom

Focus: Past Continuous Tense

The Rector is very pleased with Grade 8 Green. During the staff meeting, she tells everyone what she saw.

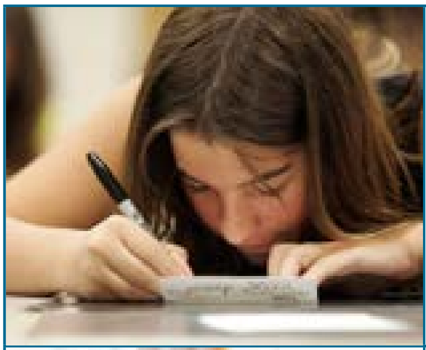
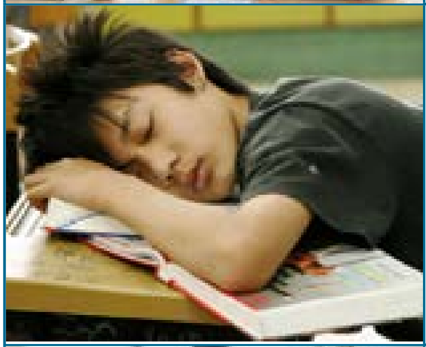


The students were working in groups. They were sharing ideas. The teacher was helping them. The class captain was distributing paper and markers.

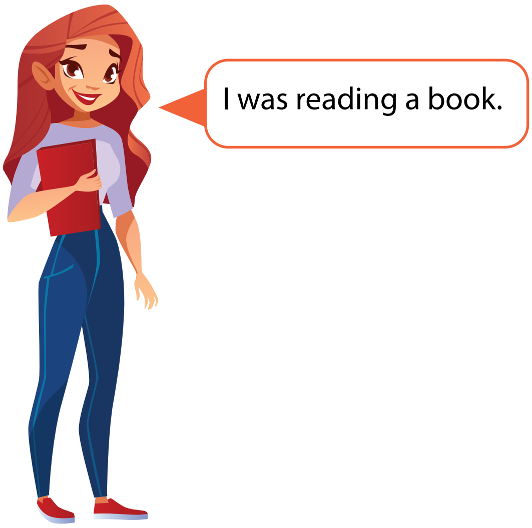


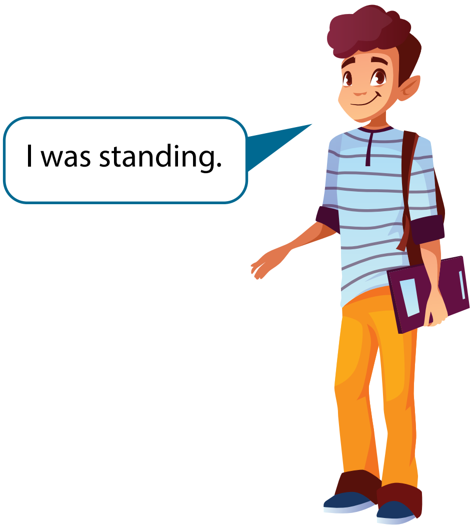
8a. **The Rector is not happy with the students of Grade 8 Brown. Complete the table with 'was' or 'were' to know why.**

Complete the table using the Past Continuous Tense of the verbs.

	I ______________________________drawing.
	You _____________________________ looking outside.
	They _________________________________laughing.
	Ben ______________________________ sleeping.
	Ali and Ravi _______________________ playing.

8b. What were you doing when the teacher came this morning?


I was reading a book.


I was standing.

ACTIVITY 9: Focus on verbs

Focus: Subject – Verb Agreement

9a. Read the sentences in each box carefully. Find the incorrect verbs and rewrite them correctly. An example is given.

I sing well.
I play football.
I write a story.
I ~~walks~~ quickly. I walk quickly.

You sing well.
You plays football.
You write a story.
You walk quickly.

He sings well.
Nita walk quickly.
David plays football.
She writes a story.

We sing well.
We plays football.
We writes a story.
We walk quickly.

They sing well.
They plays football.
They write a story.
They walks quickly.

ACTIVITY 10: Pronunciation

Focus: Identifying similar sounds

10a. Listen carefully. What do you notice?

(i) hat , cat , sat, bat, mat.
(ii) tree, see, bee, she , three.

10b. Read the following words and write them in the correct column.

Plate	Look	Fine	Late
Make	Line	Take	Took
Mine	Hate	Cook	Lake

Hook	Ate	Pine	Cake

10c. Tongue Twister Challenge!

Focus: /h/, /m/, /n/, /s/

Read these sentences as fast as you can without any mistake.

- Honest Harry hid behind the high hill.
- The ringing, swinging, singing singers sang winning songs.
- Mummy makes mashed mushrooms on Mondays.
- Each Easter Eddie eats eighty Easter eggs.

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